

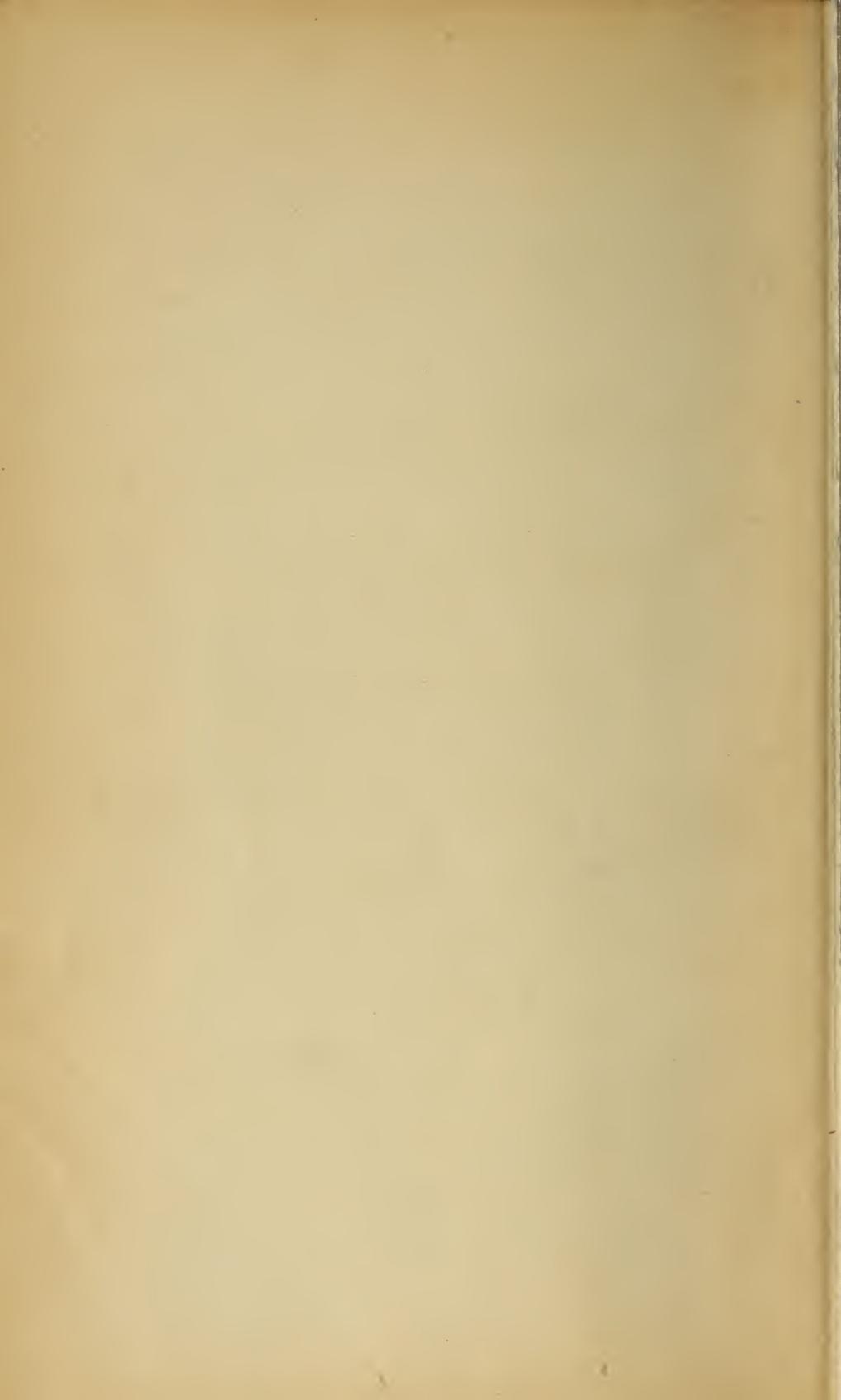
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THE PRINCIPLES
OF
ENGLISH GRAMMAR:
WITH
COMPREHENSIVE OUTLINES,
AND
A CONCISE AND PROGRESSIVE SYSTEM
OF
ANALYSIS AND PARSING,
FOR
SCHOOLS AND COLLEGES.

BY
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BELLES LETTRES AND PHILOSOPHY.



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PREFACE.

Thoughtful teachers have long felt the need of a text-book on English Grammar which would accord with the present state of Philology and Mental Science. The grammars in use seem to have been prepared without careful investigation. The errors of former ages are repeated. Thought and language are confounded, and the definitions are merely descriptions of *prominent* characteristics, not of features common and essential. In order to rescue English Grammar from this empirical state and reduce it to a **Science**, the author has devoted much thought and labor to the subject. The principles contained in this volume have been developed and tested in the recitation room and the study, and have been adopted only after careful consideration.

The nature of language is important as a conditioning fact. Speech is a natural endowment, but language is artificial, being evolved from a few roots, and elaborated and improved as the race have advanced in the social scale. The vocables and forms of expression are *conventional*, being shaped by physiological and social laws.

Language and thought are not identical. Mental acts are momentary; their formulation occupies time. Thinking in words is a double act: it includes the conception of the thought and also the conception of its expression. Language is therefore the embodiment of a mental act in words, and the vernacular, the laws of thought and the general usage of cultivated persons become the test of accuracy.

The *province* of grammar is another important fact. Grammar is not the science of language; it treats only of a certain phase of language. **Lexicology** treats of the material element, of words in an isolated condition; **Exegesis**, of the *expository* element, of forms and modes of expression no longer current. **Grammar** treats of the *formal* element and investigates the principles, relations and forms of *words combined into sentences*.

Logic is sometimes called general grammar. Logic is the art of reasoning, but grammar combines words into propositions for the use of the dialectician, points out the connection between ideas and words, and weaves into enduring forms thoughts and sentiments which otherwise would die with their conception.

In preparing this volume, the author has made free use of other systems. His object has not been to destroy, but to improve and perfect. Hence he has omitted or changed old terms, and introduced new ones only when his generalizations have required them. His object has not been to produce a *novel* system, but to present in a clear light *all* the facts and principles of English Grammar.

This treatise aims to attain the following objects, viz :

1st. To generalize and arrange in proper order ALL the facts relating to the English sentence.

2nd. To present logical definitions and comprehensive outlines.

3rd. To analyze at least one sentence of each kind.

4th. To furnish models for parsing all kinds of constructions and words in any predicament.

5th. To comprehend the principles of Syntax under a few (24) general rules without exceptions.

6th. To dispose of the language just as it is spoken or written without equivalents or ellipses.

7th. To prepare a work by which teachers of ungraded Schools can make grammar a general exercise, and interest and instruct all their pupils at the same time.

8th. To prepare a text-book not burdened with cumbrous verbiage, but presenting all the facts of grammar in a clear and concise manner.

9th. To avoid mechanical processes and to suggest to teachers methods by which they may induce pupils to think and to express their thoughts in correct and elegant language.

How far these objects have been attained, remains for teachers to judge.

Trusting that the motives which prompted the preparation of the book and the labor that it involved, will be duly appreciated, the work is cheerfully submitted to the judgment of the practical teacher and of the professional critic.

LEBANON VALLEY COLLEGE, }
Annville, Pa., April 4, 1868. }

SUGGESTIONS FOR TEACHERS.

Exercise I.

1. Make grammar a *general exercise*. Do not use books until the class becomes interested in the subject.
2. A class in any study should be considered an organized body, with the teacher as chairman. No member of the class should speak without permission. When a question is asked, each one that can answer it should raise his hand. The teacher should then direct some one to answer the question, and afterwards call upon the class to answer *in concert*.
3. The attention of each pupil should be secured before a recitation is commenced. Order and silence on the part of the teacher will secure this object. No teaching should be done while pupils are *looking into books, tugging at one another, writing, whispering, &c.* Pupils should have slates and pencils.

4. Arrange upon your desk several objects, as a *piece of crayon*, a *book*, a *ball*, a *bell*, &c., and commence and carry on a dialogue similar to the following:

TEACHER (*holding up a book*). What is this?

JAMES. A book.

TEACHER. Write "*book*" on your slates.

(*A pause.*) Have all written it?

(*Hands up.*) Where is the book, *class*?

PUPILS (*answering variously*). In your hand. On my slate.

TEACHER (*repeating*). Where is the book?

MARY. In your hand.

TEACHER. If the book is in my hand, what have you written on your slates?

JOHN. The word *book*.

TEACHER. Tell me the difference between what I hold in my hand and what you have written on your slates, *class*.

PUPILS. You hold in your hand the book *itself*; its *name* is written on our slates.

5. A similar course should be pursued with several objects. The teacher should request some one to write the names in order upon the board, beginning each word with a capital and putting a period after it. Thus:

<i>Names.</i>	<table border="0"> <tr> <td>Crayon.</td></tr> <tr> <td>Box.</td></tr> <tr> <td>Bell.</td></tr> <tr> <td>Ball.</td></tr> </table>	Crayon.	Box.	Bell.	Ball.
Crayon.					
Box.					
Bell.					
Ball.					

6. The pupils should now name the objects in the room.

7. Require each pupil to make a list of the names of the objects he sees on his way to and from school. This is preparatory to the next exercise.

Exercise II.

1. The teacher should call his roll and note the number of names each pupil has written. This will stimulate them and make them more observing.

2. The teacher, writing with the crayon, should inquire what the crayon does? Many will say that it *writes*. Explain that you yourself *write*, but that the crayon *marks*. So with each of the other objects. The bell does not *ring*; it *sounds*. The box does not *set*; it *stands*. The teacher *throws* the ball; it *bounds*.

3. Make two columns, one for names and another for actions. Thus :

<i>Names.</i>	<i>Actions.</i>
Crayon	marks.
Box	stands.
Bell	sounds.
Ball	bounds.

4. Perform a number of acts, such as *writing, reading, walking, &c.* and request the class to tell what you do in each case.

5. Require the class to write the names of at least twenty objects, with appropriate actions, as a preparation for the next exercise:

Exercise III.

1. Call your roll and note the extent of each pupil's preparation.

2. Write a name and an action on the board, and explain the nature of a proposition. State that a proposition contains a name and one or more words, which say something of the object represented by that name. The *name* is called the *subject*, and the word or words which say something about it, the *predicate*.

3. The class should analyze several sentences written on the board, using a formula like this: *Chalk marks* is a proposition, of which *chalk* is the subject and *marks* the predicate.

Exercise IV.

1. Take a piece of crayon and ask the class to name its *color*. They will say that it is *white*. By feeling the crayon they will perceive that it is *soft*, and by breaking it, that it is *brittle*.

Crayon is $\left\{ \begin{array}{l} \text{white.} \\ \text{soft.} \\ \text{brittle.} \end{array} \right.$

Other objects should be similarly treated.

2. Show the difference between a quality and the thing to which it belongs. The quality is in the object, and cannot be separated from it. The word crayon designates a certain object *as a whole*, without expressing any of its qualities. *White, soft, brittle, &c.,* are *names of qualities* which inhere in the crayon and are inseparable from it.

3. Three kinds of words have now been presented. 1. *Names of whole things (Nouns.)* 2. *Words which say something about these whole things (Verbs.)* 3. *Names of qualities belonging to whole things (Adjectives.)* The teacher should make these distinctions clear by suitable illustration.

4. Take the sentence, *Crayon is white*, and ask the class what words say something of crayon. They will say "*is white*." Then ask what is said of crayon, and they will tell you *white*. Then explain to them that the word or words representing what is said of the subject is called the *attribute*, and the word or words by which the assertion is made, the *copula*. Sentences like this should be analyzed according to the following formula: *Crayon is white* is a proposition of which *crayon* is the subject, and *is white*, the *predicate*, of which *is* is the copula and *white* the attribute.

5. The teacher should name five objects, and require the class to ascertain their qualities as a preparation for the next exercise.

Exercise V.

1. Examine each pupil's preparation and correct any mistakes he may have made. Write several sentences on the board, and ask some pupil to analyze them, leaving the class correct mistakes. When a pupil has analyzed a sentence, and his mistakes, if any, have been corrected, the class should analyze the sentence in concert. ~~As~~ Oral analysis cultivates correct expression, and concert recitation gives life and interest to the exercise.

2. The nature and office of words expressing the external limitations of whole things, should now be presented. Take the words in §104 and show that the word to which they refer is taken in a **general** or **indefinite** sense, that is, that the word refers either to *any* or *all* of its class. So, too, with the words in §106. They are used to **particularize** objects, that is, to point out the *position*, *number*, *order*, &c., of objects.

Exercise VI.

1. Write sentences like the following on the board, and require pupils to tell to what class each word belongs:

Distributives.

A horse is a useful animal.
The weather is cold.
Each note was clear.
Every man hopes.
All men are mortal.

Definitives.

The man is sick.
That boy is intelligent.
Several deer were seen.
Few men are careful.
Three boys came.

1. Drill on Distributives and Definitives until each member of the class can distinguish them readily.

2. Analyze the above sentences, using the formulas given in §312 and §317.

Exercise VII.

1. Certain words express *place*, *time*, *cause*, *manner*, or *degree*. These limit, not objects, but words which say something about objects, or, express some degree of *quality* or *modality*. Form sentences containing some of the words contained in §207. Require the class to point out the limiting words. Such words are called *Adverbs*.

2. Analyze sentences containing *adjectives*, *nouns*, *verbs* and *adverbs*.
3. Require the class to write ten sentences containing adverbs, as a preparation for the next exercise.

Exercise VIII.

1. Examine the sentences prepared by the class. Analyze several sentences. Let some pupil analyze a sentence. The class should correct mistakes and then analyze the same sentence *in concert*.

2. *Place*, *time*, *cause*, or *manner*, is expressed sometimes by a combination of words; as, The box stands *on the table*; The pen is *in my hand*; Jane sits *behind Mary*. The words *on*, *in* and *behind*, show relations of things, and connect the words representing the things.

3. Require sentences containing prepositions to be written as a preparation for the next exercise. Use the words in §'s 217 and 219.

Exercise IX.

Examine the sentences written. Teach the class how to analyze sentences containing prepositions. See §343.

Exercise X.

Take **Lesson IV** and teach the class how to determine the different kinds of nouns. Each pupil has a name; as, *John*, *Mary*, *Samuel*. These are called *proper nouns*. The class consists of males and females, designated by the terms *boys* and *girls*. These words are names of things classed, and are called *common nouns*. The

teacher and pupils constitute a body *organized* for a certain purpose. The organization is called a *class*. Words designating organizations are termed *collective nouns*. Some of the class are *obedient*; others, *diligent*, &c. We speak of the *obedience* or *diligence* of certain members of the class. These words are formed from *adjectives*, and are called *abstract nouns*. The teacher *instructs* and the pupils *recite*. These acts are spoken of as *instruction* and *recitation*, and such words are denominated *verbal nouns*. Thus pupils can be taught how to distinguish the species of nouns.

Exercise XI.

Use **Lesson V** to teach the properties of nouns. Employ sentences to illustrate *person*, *number*, *gender* and *case*. Teach the definitions contained in the Lesson. *Carelessness in defining is very objectionable*. Those who study grammar should be exact in the use of words.

Exercise XII.

The nature of the pronoun should now be developed. Let the teacher say, *He came*, and then ask, *Who came?* The class will not know who is meant, unless some person was previously spoken of, and the reference is obvious. A pronoun does **not stand for a noun**. The noun *represents* an object; so does the pronoun. **Pronouns are universal nouns.** An object is already present to the mind, and, to beautify language, pronouns, which stand for all of their class, are substituted for the names of objects thus present. This is their characteristic quality.

Exercise XIII.

The grammatical forms of nouns and pronouns should now be taught. Lessons VI-IX inclusive, will furnish the necessary data. Present only the prominent features, omitting notes and remarks.

 A good rule for teaching anything is this: *Teach what is general FIRST; AFTERWARDS what is particular.*

Exercise XIV.

Take **Lesson XIII** and teach the **modes**.

Exercise XV.

Take *Lesson XIV* and teach the **Tenses**.

Exercise XVI.

Take *Lesson XV* and teach the **forms**.

Exercise XVII.

Take *Lesson XVIII* and teach the use of **auxiliary verbs**.

Exercise XVIII.

The teacher should now assign *Lesson II* to the class, that they may learn the definitions of the Parts of Speech. Select a suitable piece in the Reader the class is using, and require them to tell alternately, or in concert, to what part of speech each word belongs. Some of the class may be sent to the board, to write lists of the nouns, verbs, adjectives, &c., in the extract.

General Directions.

Commence with *Lesson XXVIII*, Part Second, and go regularly through the book, reviewing the First Part, according to the following schedule:

<i>Advance.</i>	<i>Review.</i>
XXXII,	VIII,
XXXIII and XXXIV,	X and XI,
XXXV and XXXVI,	V,
XXXVII,	XXII,
XXXIX,	XXIII,
XL,	XXI,
XLI,	XXVII,
XLVII,	XXV,
XLVIII,	IX,
LIV.	XXIV.

Review.

Commence with *Lesson I*, and require the Outlines to be written on the board, so that pupils may learn to speak coherently, and may comprehend the subject in its general and special relations.

Practical Grammar.

The teacher should make a note of all the ungrammatical expressions used by the pupils, and correct them upon the board. Generous criticism should be encouraged. Suppose a pupil come and say *DARE I go home?* *CAN I go home?* He asks permission and should use **may**.

Do not use

Set for *sit*.

Lay for *lie*.

Raise for *rise*.

Done for *did*.

Had been for *were*.

Till for *on*.

Knowed for *knew*.

Seen for *saw*.

If I was for *If I were*.

One another for *each other*.

In for *into*.

Among for *between*.

Loadened for *loaded*.

Drownded for *drowned*.

To-morrow is Tuesday for *To-morrow will be Tuesday*.

PART FIRST.

MORPHEPOLOGY.*

CLASSIFICATION, PROPERTIES AND FORMS OF WORDS.

LESSON I.

General Definitions and Divisions.

1. **Language**† is the embodiment of a mental act in articulate sounds or in words. It may be,—

I. **Spoken.**

II. **Written.**

2. **Spoken Language** is the utterance of significant articulate sounds.

3. The branches which relate to Spoken language, are,—

(1.) **Reading**, or the utterance, in proper order, of written or printed words, letters or characters.

(2.) **Elocution**, or the art of delivering written or extemporaneous composition with force, propriety and ease.

(3.) **Rhetoric**, or the philosophy and art of persuasive speaking.

* I have coined this word from three Greek words, *μορφή*, a form; *επος*, a word; and *λόγος*, discourse.

† Language is not only a *medium* of expression, but also an *instrument* of thought. *Conceptions* are formed of real or imaginary *things*, and *words* spoken or written are implements furnished by art for dealing with these conceptions. Words are the thinker's *tools*, and the *vehicles* by which he communicates his *ideas of things*.

4. **Written Language*** is the expression of thought sentiment or volition by means of certain graphic representations.

5. The branches which relate to written language, are,—

(1.) **Lexicology**, which treats of words in their separate capacity, and includes—

(a.) **Orthography**, or the correct writing of words by representing their elementary sounds with proper letters.

(b.) **Etymology**, or the origin and derivation of words.

(c.) **Definition**, or an explanation of the signification and applications of words.

(2.) **Grammar**, which investigates the properties, relations and forms of words combined into sentences; and includes,—

(a.) **Morphology**, or the classification and forms arising from the relations of words to one another.

(b.) **Syntax**, or the construction of sentences.

(c.) **Composition**, or the process of inventing ideas, and the art of properly expressing them.

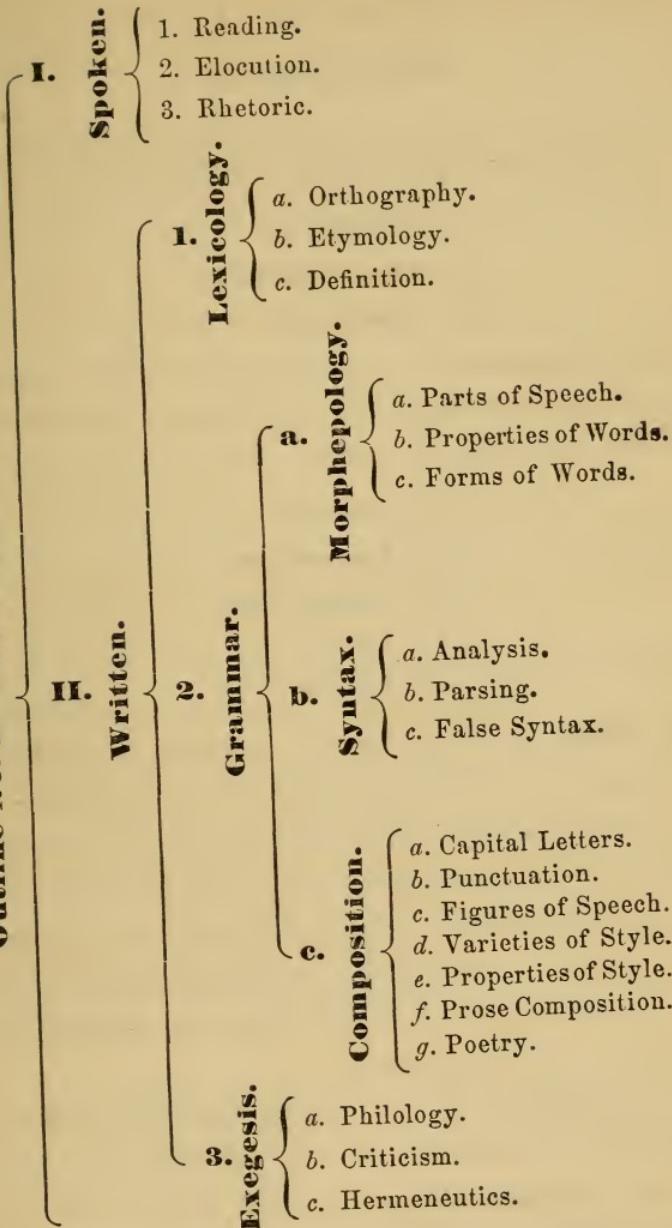
(3.) **Exegesis**, which is the science of interpretation, and includes,—

(a.) **Philology**, or the investigating of the origin and construction of languages.

(b.) **Criticism**, or judging with propriety of the beauties and faults of literary compositions.

(c.) **Hermeneutics**, or interpreting and explaining to others the meaning of an author's words and phrases.

* *Literature* and *Written Language* are not coëxtensive terms. *Literature* is thought and sentiment artistically expressed, and may exist in an unwritten state. *Written Language* is language representative, and includes written and printed compositions of all kinds.

Outline No. 1. LANGUAGE.

NOTE TO THE TEACHER.—Use the outlines instead of questions. Let one of your more advanced students copy the outline on the black-board, while the rest are exercised on other parts of the lesson. Then require one or more students to define each term in logical order, and let the others criticise. Thus, grammar will become the means of high intellectual development.

LESSON II.

Parts of Speech.

7. The English language comprises about 70,000 words, which may be comprehended under three divisions:—

- I. **Ideatives.**
- II. **Connectives.**
- III. **Particles.**

I.—8. An **Ideative** is a word which, by itself, expresses a complete idea, and the form of which may be changed to express grammatical properties. Ideatives include,—

- (1.) **Nouns.**
- (2.) **Pronouns.**
- (3.) **Adjectives.**
- (4.) **Verbs.**
- (5.) **Adverbs.**

9. A **Noun** is a word which expresses the whole or a distinct part of anything; as, *Arm, hand, finger.*

10. A **Pronoun** is a word substituted for the name of an object present to the mind; as, *John burnt his hand.*

11. An **Adjective** is a word which expresses some quality or limitation of an object; as, *THIS apple is GOOD.*

12. A **Verb** is a word which expresses affirmation; as, *John WRITES; Harry IS good.*

13. An **Adverb** is a word which expresses place, time, cause, manner, or degree; as, *John writes VERY RAPIDLY.*

II.—14. A **Connective** is a word used to join certain elements of discourse. Connectives include,—

- (6.) **Prepositions.**
- (7.) **Conjunctions.**
- (8.) **Conjunctive Pronouns.**
- (9.) **Conjunctive Adverbs.**

15. A **Preposition** is a connective which joins words representing related things; as, *The apples are IN the cellar.*

16. A **Conjunction** is a connective which joins words representing related thoughts, sentiments, or volitions; as, *Mary sings AND Clara plays.*

17. A **Conjunctive Pronoun** is a pronoun which connects the clause, of which it forms a part, to the word which the clause modifies; as, *The man WHOM I loved, is dead.*

18. A **Conjunctive Adverb** is an adverb which connects the clause, of which it forms a part, to the word which the clause modifies; as, *See HOW it rains!*

III.—19. A **Particle** is a word which expresses a shade of thought or sentiment. Particles include,—

(10.) **Interjections.**

(11.) **Expletives.**

(12.) **Correlatives.**

(13.) **Intensives.**

20. An **Interjection** is a word which expresses emotion; as, OH! ALAS!

21. An **Expletive** is a word which renders a sentence more euphonous, without expressing any additional idea; as, THERE is a God.

22. A **Correlative** is a word which expresses antithesis; as, THOUGH he was rich, YET he became poor.

23. An **Intensive** is a word which renders a sentence more emphatic, without expressing any additional idea; as, He injured EVEN me.

24. Exercise I.

Tell to what class, each of the words in the following sentences belongs.

1. Of all the birds of our groves and meadows, the Bobolink was the envy of my boyhood.
2. He crossed my path in the sweetest weather and the sweetest season of the year, when all nature called to the fields, and the rural feeling throbbed in every bosom.
3. Oh! how I envied him!
4. No lessons, no tasks, no schools; nothing but holiday, frolic, green fields, and fine weather!
5. Well, then, go to market again to-morrow, and buy me the worst things you can find.
6. The fool hath said in his heart, "There is no God."
7. What! is thy servant a dog?
8. Then, when I am thy captive, talk of chains!
9. Love, and love only, is the loan for love.
10. Just as the twig is bent, the tree inclines.
11. None knew thee, but to love thee; none named thee, but to praise.

- | | |
|-------------------------|---|
| I. Ideatives. | <ol style="list-style-type: none"> 1. Nouns. 2. Pronouns. 3. Adjectives. 4. Verbs. 5. Adverbs. |
| II. Connectives. | <ol style="list-style-type: none"> 6. Prepositions. 7. Conjunctions. 8. Conjunctive Pronouns. 9. Conjunctive Adverbs. |
| III. Particles. | <ol style="list-style-type: none"> 10. Interjections, 11. Expletives. 12. Correlatives. 13. Intensives. |

LESSON III.

Proposition. Simple Elements.

25. A **Proposition** is a judgment expressed in words. It consists of,—

- (1.) **Subject**, and
- (2.) **Predicate**.

26. The **Subject** is that of which something is affirmed; as, JOHN writes.

REMARK.—The subject answers the question *who* or *what* before the verb; as, WHO writes? JOHN.

27. The **Predicate** is that which affirms something of the subject; as, John WRITES. It sometimes consists of,—

- (1.) **Copula**, and
- (2.) **Attribute**.

28. The **Copula** is that by which something is affirmed of the subject; as, John IS good.

REMARK.—Here IS is the copula.

29. The **Attribute** is that which is affirmed of the subject; as, John is GOOD.

REMARK 1.—Here GOOD is the attribute.

REMARK 2.—The *Subject* and *Predicate* are termed Principal Elements.

30. Any word, or combination of words, answering the questions, *what kind?* *how many?* or, *whose?* is an **Adjective Element**; as, MY TWO GOOD dogs run.

REMARK.—Here MY answers the question *whose?* TWO, the question *how many?* and GOOD, the question *what kind?*

31. Any word, or combination of words, answering the questions, *what?* or, *whom?* after the verb, is an **Objective Element**; as, William struck HARRY; James studies GEOGRAPHY.

REMARK.—HARRY answers the question *whom?* and GEOGRAPHY, the question *what?*

32. Any word, or combination of words, answering the questions, *where?* *when?* *why?* or *how?* is an **Adverbial Element**; as, *Perey went THERE HASTILY YESTERDAY ON ACCOUNT OF SICKNESS.*

REMARK 1.—*THERE* answers the question *where?* *HASTILY*, the question *how?* *YESTERDAY*, the question *when?* and, ON ACCOUNT OF *SICKNESS*, the question *why?*

REMARK 2.—The Adjective Element, the Objective Element, and the Adverbial Element, are termed Subordinate Elements.

33. Model of Analysis.

EXAMPLE.—*The pupil performed the task correctly.*

MODEL.—*The pupil performed the task correctly* is a simple¹ categorical² proposition, of which *the pupil* is the subject (*why?*), being complex, of which *pupil* is the basis, marked definite by *the*, an adjective element of the first class³ (*why?*). *Performed the task correctly* is the predicate (*why?*), being complex, of which *performed* is the basis, modified (1) by *the task*, an objective element of the first class³ (*why?*), being complex, of which *task* is the basis, marked definite by *the*, an adjective element of the first class³ (*why?*); *performed* is modified (2) by *correctly*, an adverbial element of the first class (*why?*).

REMARK.—The student should be drilled on the definitions given in this lesson until he can readily distinguish each of the elements.

34. Examples for Analysis.

1. Ambitious men often deceive themselves.
 2. The birds devour the cherries greedily.
 3. That beautiful tree is an elm.
 4. My youngest child is a girl.
 5. Silvery clouds fringed the horizon.
 6. This little twig bore that large red apple.
 7. The last squadron arrived early this morning.
 8. A thousand soldiers make a regiment.
 9. Isabella, a pious queen, assisted Columbus.
 10. Iron railing is very durable.
 11. He has bruised his thumb severely.
 12. Constant occupation prevents temptation.
1. 265. 2. 248. 3. Outline 23. II, II', 1.

I. Principal.	1. Subject.	
	2. Predicate. <table border="0" style="margin-left: 20px;"><tr> <td><i>a.</i> Copula.</td> </tr> <tr> <td><i>b.</i> Attribute.</td> </tr> </table>	<i>a.</i> Copula.
<i>a.</i> Copula.		
<i>b.</i> Attribute.		
II. Subordinate.	3. Adjective Element.	
	4. Objective Element.	
	5. Adverbial Element.	



LESSON IV.

Species of Nouns.

36. A **Noun** is a word which expresses the whole or a distinct part of anything.

37. There are five kinds of nouns, viz:—

- (1.) **Proper.**
- (2.) **Common.**
- (3.) **Collective.**
- (4.) **Abstract.**
- (5.) **Verbal.**

38. A **Proper Noun** is a name which distinguishes one object from another of the same class; as, HENRY *writes*; CLARA *reads*.

39. A **Common Noun** is a name common to each one of a class of objects; as, BOYS *write*; GIRLS *read*.

40. A **Collective Noun** is a name which denotes an organized mass of beings; as, CONGRESS *adjourned*; the TRIBE *is extinct*.

41. An **Abstract Noun*** is a name which designates a

* Abstract nouns are generally derived from adjectives, and are formed by changing the termination and suffixing *ity*, *ety*, *ty*, *cy*, *ce*, *ice*, *th*, *ude*, *tude*, *itude*, *ness*, *mony*, *dom*, *ric*, *ate*, *hood*, *ship*, or *age*. The last six terminations are suffixed to nouns and generally denote a state or office.

quality or state; as, TRUTH is mighty; BENEVOLENCE is a prime virtue.

42. A **Verbal Noun**[†] is a name which expresses activity; as, FRICTION, MOVEMENT, PRESSURE.

REMARK.—Many grammarians regard infinitives and participles as verbal nouns. This arises from not distinguishing between a *part of speech* and an *element of discourse*. Infinitives and participles are used to abridge discourse, and *for that purpose only*.

44. Exercise III.

Analyze the following sentences, select the nouns and tell to what species they belong.

1. Samuel, the miller, has a large family.
2. Grant commanded a powerful army.
3. Henry found a swarm of bees yesterday.
4. The class is quite a large one.
5. James made a mistake.
6. Spurgeon has large congregations.
7. Boys should always speak the truth.
8. Goodness and mercy have always followed me.
9. The procession moved along briskly.
10. Diligence is essential to a student's success.
11. A thing of beauty is a joy forever.
12. Age, that lessens the enjoyment of life, increases our desire of living.

Outline No. 4.	$\left\{ \begin{array}{l} 1. \text{ Proper.} \\ 2. \text{ Common.} \\ 3. \text{ Collective.} \\ 4. \text{ Abstract. Note.} \\ 5. \text{ Verbal. Note. Remark.} \end{array} \right.$
NOUNS.	

[†] Verbal nouns are formed from verbs by suffixing the terminations *ing, ion, ment, ament, iment, ure, ture, th, ature, iture, al* and *ade*.

LESSON V.

Properties of Nouns and Pronouns.

45. The grammatical properties of nouns and pronouns, are,—

- (1.) **Person.**
- (2.) **Number.**
- (3.) **Gender.**
- (4.) **Case.**

46. **Person** is that property of a noun or pronoun which shows the relation of the speaker to the object which said noun or pronoun represents.

47. There are three persons; the **First**, the **Second**, and the **Third**.

48. A noun or pronoun is of the **First** person, when it represents the speaker; as, *I, JOHN, did it.*

49. A noun or pronoun is of the **Second** person when it represents the person addressed; as, *JOHN, bring me the book; You did it.*

50. A noun or pronoun is of the **Third** person when it represents some person or thing spoken of; as, *JOHN tore HIS COAT.*

51. The **Number** of a noun or pronoun is that property which relates to the unity or plurality of the objects represented.

52. There are two numbers; the **Singular** and the **Plural**.

53. A noun or pronoun is of the **Singular** number,—

(1.) When it represents but one object; as, *A good SOLDIER obeys.*

(2.) When it represents a collection of objects *regarded as a whole*; as, *The ARMY is large.*

54. A noun or pronoun is of the **Plural** number,—

(1.) When it represents more than one object; as, *SOLDIERS fight.*

(2.) When it represents a collection of objects *considered in its parts*; as, *The COUNCIL were divided in their opinions.*

55. The **Gender** of a noun or pronoun is that property which relates to the sex of the object represented.

56. There are two sexes; the male and the female: but there are three genders,—

- (a.) The **Masculine**.
- (b.) The **Feminine**.
- (c.) The **Neuter**.

57. A noun or prououn is of the **Masculine** gender,—

- (1.) When it is the name of a male; as, BOY, MAN.
- (2.) When it is the name of an object to which masculine* qualities are attributed; as, *The sun goes forth in HIS strength.*

58. A noun or pronoun is of the **Feminine** gender,—

- (1.) When it is the name of a female; as, GIRL, WOMAN,
- (2.) When it is the name of an object to which feminine† qualities are attributed; as, *The moon walks forth in HER brightness.*

59. A noun or pronoun is of the **Neuter** gender when it is the name of an object that has no sex and to which no sex is attributed; as, *The tree is old.*

NOTE.—Many grammarians treat of a *common gender*, but a little reflection will convince any one that common gender is a mere *myth*. Take for example the word *parent*. In the singular this word may be either masculine or feminine, but it cannot be both. For instance, if I say, “My father is dead. He was a kind, indulgent *parent*,” the word *parent* is *masculine*; or, if I say, “My mother is dead. I remember her as a tender and affectionate *parent*,” the word *parent* is *feminine*. So in every case the gender may be determined by the context; and, since, even in the highly inflected languages, there is no separate form for the common gender, it is obviously not founded upon any linguistic phenomena. The rule of the English language is, when objects of both sexes are represented by the same word, the masculine form is preferred, except in a few instances where the female is regarded as the *type* of the species. The words *ducks* and *geese*, names of the female, frequently refer to both sexes.

* Grandeur, roughness, strength, &c.

† Beauty, delicacy, fecundity, gentleness, &c.

60. **Case** is that property of a noun or pronoun which relates to the form it takes in view of its construction.

There are three cases,—

- (a.) The **Nominative**.
- (b.) The **Possessive**.
- (c.) The **Objective**.

62. The **Nominative** case is the form a noun or pronoun takes, when it is the subject of a finite verb; as, CHARLES *reads*; HE *writes*.

63. The **Possessive** case is the form a noun or pronoun takes when it is placed before a noun to limit it; as, HIS *wife*; JOHN's *book*.

64. The **Objective** case is the form a noun or pronoun takes when it is the complement of a verb or preposition; as, John struck HIM; John fell into the RIVER.

65. Exercise IV.

Analyze the following sentences, select the nouns and pronouns and tell their properties.

1. Ellen's eyes are blue.
2. Our neighbor's bees left their hive.
3. We have cleaned our desks.
4. I invited him.
5. Her dress was white and neat.
6. She has torn her book.
7. I went down street.
8. The book lay on the table.
9. The bridge extends over the river.
10. I shall return soon.
11. Several railroads run through Maryland.
12. John gave his sister a dollar.

Partial Outline No. 5.

Properties of NOUNS and PRONOUNS.	I. Person. $\left\{ \begin{array}{l} a. \text{ First Person.} \\ b. \text{ Second Person.} \\ c. \text{ Third Person.} \end{array} \right.$ II. Number. $\left\{ \begin{array}{ll} a. \text{ Singular.} & \left\{ \begin{array}{l} (1.) \\ (2.) \end{array} \right. \\ b. \text{ Plural.} & \left\{ \begin{array}{l} (1.) \\ (2.) \end{array} \right. \end{array} \right.$ III. Gender. $\left\{ \begin{array}{ll} a. \text{ Masculine.} & \left\{ \begin{array}{l} (1.) \\ (2.) \end{array} \right. \\ b. \text{ Feminine.} & \left\{ \begin{array}{l} (1.) \\ (2.) \end{array} \right. \\ c. \text{ Neuter. Note.} & \end{array} \right.$ IV. Case. $\left\{ \begin{array}{l} a. \text{ Nominative.} \\ b. \text{ Possessive.} \\ a. \text{ Objective.} \end{array} \right.$
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LESSON VI.

Grammatical formation of Nouns.—Plural Number.

66. The form of nouns may be changed to denote,—

- (1.) The **Plural Number.**
- (2.) The **Feminine Gender.** and,
- (3.) The **Possessive Case.**

67. Nouns are generally *pluralized* by suffixing **s** to the singular form ; as, *Boy*, *BOYS*; *troop*, *TROOPS*.

68. To this general rule there are five exceptions, viz:

EXCEPTION I.

Nouns ending in *ch* (soft), *sh*, *x*, *z*, *s* and *ss*, and *i*, *o*, *u*, or *y*, preceded by a consonant, form the plural by suffixing **es**, the *y* being changed into *i*; as *church*, **CHURCHES**; *box*, **BOXES**; *geography*, **GEOGRAPHIES**; *negro*, **NEGROES**; *money*, **MONEYS**.

EXCEPTION II.

Nouns ending in *f* or *fe*, change *f* or *fe* into **ves**; as *beef*, **BEEVES**; *sheaf*, **SHEAVES**; *wife*, **WIVES**.

REMARK.—This exception applies to only 23 nouns.

EXCEPTION III.

Letters, figures, signs, &c., are pluralized by suffixing 's; as,
Dot your r's and stroke your t's; 5's, 7's, -|-'s.

EXCEPTION IV.

The following nouns form their plurals irregularly, viz.:

Brother,	brothers, (<i>of the same family</i>)	brethren. (<i>same society</i>)
Child,	children	
Cow,	cows,	kine.
Die,	dice, (<i>in gaming</i>)	dies. (<i>in coining</i>)
Fish,	fishes, (<i>individuals</i>)	fish. (<i>quantity or species</i>)
Foot,	feet.	
Genius,	geniuses, (<i>men</i>)	genii. (<i>spirits</i>)
Goose,	geese.	
Index,	indexes, (<i>tables of contents</i>)	indices. (<i>exponents</i>)
Louse,	lice.	
Man,	men.	
Mouse,	mice.	
Ox,	oxen.	
Penny,	pennies, (<i>pieces of money</i>)	pence. (<i>Eng. currency</i>)
Sir,	gentlemen.	
Tooth,	teeth.	
Woman,	women.	

EXCEPTION V.

Words adopted from other languages form their plurals according to the languages from which they are derived, but the tendency is to *naturalize* such words and give them an English form; as, *Dogma, dogmata*, (*Anglicized*) DOGMAS; *memorandum, memoranda*, (*Anglicized*) MEMORANDUMS.

69. *The following classified list comprises nearly all the words in general use adopted from other languages.*

1. A is changed to AE.

Alumna,	alumnæ.	minutia,	minutiæ.
Fibula,	fibulæ.	nebula,	nebulæ.
Lamina,	laminæ.	scoria,	scoriæ.

Larva,	larvæ.	simia,	simiæ.
Macula,	maculæ.	vertebra,	vertebræ.

Arena, cicada and *formula* form their plurals also regularly.

2. A is changed to ATA.

Dogma,	dogmata,	dogmas.	regular
Miasma,	miasmata,		
Stigma,	stigmata,	stigmas.	regular

3. US is changed into I.

Alumnus,	alumni.	sarcophagus,	sarcophagi.
Caleulus,	calculi	stimulus,	stimuli.
Echinus,	echini.	terminus,	termini.
Magus,	magi.	tumulus,	tumuli.
Focus,	foci,	focusus.	regular
Fungus,	fungi,	funguses.	regular
Hippopotamus,	hippopotami,	hippopotamuses.	regular
Nautilus,	nautili,	nautiluses.	regular
Nucleus,	nuclei,	nucleuses.	regular
Polypus,	polypi,	polypuses.	regular
Radius,	radii,	radiuses.	regular

4. UM or ON is changed into A.

Animalculum,	animalcula.	effluvium,	effluvia.
Aphelion,	aphelia.	ephemeron,	ephemera.
Arcanum,	arcana.	erratum,	errata.
Corrigendum,	corrigenda.	parhelion,	parhelia.
Datum,	data.	perihelion,	perihelia.
Desideratum,	desiderata.	phenomenon,	phenomena.
Aquarium,	aquaria,		aquariums. regular
Automaton,	automata,		automatons. regular
Criterion,	criteria,		criterions. regular
Encomium,	encomia,		encomiums. regular
Fulcrum,	fulcra,		fulcrums. regular
Gymnasium,	gymnasia,		gymnasiums. regular
Herbarium,	herbaria,		herbariums. regular
Medium,	media,		mediums. regular
Memorandum,	memoranda,		memorandums. reg.

Menstruum,	menstrua,	menstruums. <i>regular</i>
Momentum,	momenta,	momentums. <i>regular</i>
Rostrum,	rostra,	rostrums. <i>regular</i>
Scholium,	scholia,	scholiums. <i>regular</i>
Spectrum,	spectra,	spectrums. <i>regular</i>
Speculum,	specula,	speculums. <i>regular</i>
Stratum,	strata,	stratums. <i>regular</i>
Trapezium,	trapezia,	trapeziums. <i>regular</i>
Vinculum,	vincula,	vinculums. <i>regular</i>

5. *IS is changed into ES.*

Amanuensis,	amanuenses.	hypothesis,	hypotheses
Analysis,	analyses.	metamorphosis,	metamorphoses.
Antithesis,	antitheses.	oasis,	oases.
Axis,	axes.	parenthesis,	parentheses.
Basis,	bases.	phasis,	phases.
Crisis,	crises.	praxis,	praxes.
Diæresis,	diæreses.	synopsis,	synopses.
Diesis,	dieseſ.	synthesis,	syntheses.
Ellipsis,	ellipses.	thesis,	theses.
Emphasis,	emphases.		

6. *IS is changed into IDES.*

Aphis,	aphides.	ephemeris,	ephemerides.
Apsis,	apsides.	epidermis,	epidermides.
Cantharis,	cantharides.	proboscis,	proboscides.
Chrysalis,	chrysalides.	iris,	irides or irises.

7. *X is changed into CES.*

Appendix,	appendices,	appendixes. <i>regular</i>
Calx,	calces,	calxes. <i>regular</i>
Calyx,	calyces,	calyxes. <i>regular</i>
Cicatrix,	cicatrices,	cicatrixes. <i>regular</i>
Helix,	helices,	helixes. <i>regular</i>
Matrix,	matrices,	matrixes. <i>regular</i>
Radix,	radices,	radixes. <i>regular</i>

8. EX is changed into ICES.

Apex,	apices,	apexes. <i>regular</i>
Vertex,	vertices,	vertexes. <i>regular</i>
Vortex,	vortices,	vortexes. <i>regular</i>

9. Plurals variously formed.

Beau,	beaux,	beaus. <i>regular</i>
Bandit,	banditti,	bandits. <i>regular</i>
Cherub,	cherubim,	cherubs. <i>regular</i>
Genus,	genera.	
Hiatus,	hiatus,	hiatuses. <i>regular</i>
Larynx,	larynges,	larynxes. <i>regular</i>
Madame,	mesdames.	
Monsieur,	messieurs.	
Mr.,	messrs.	
Phalanx,	phalanges,	phalanxes. <i>regular</i>
Seraph,	seraphim,	seraphs. <i>regular</i>
Stamen,	stamina,	stamens. <i>regular</i>
Vertigo,	vertigines,	vertigoes. <i>regular</i>
Virtuoso,	virtuosi,	virtuosoes. <i>regular</i>

REMARK 1.—In compound words, the *prominent* element is pluralized; as, *Aid-de-camp*, AIDS-DE-CAMP; *Cousin-germain*, COUSINS-GERMAIN. But when both words are equally prominent, both are pluralized; as, *Knight-templar*, KNIGHTS-TEMPLARS; *Man-servant*, MEN-SERVANTS.

The same principle applies to titles and proper names: if a title, common to several persons of the same name, is *prominent*, it should be pluralized; as, *The MISSES Gring* in contradistinction to the MESSRS *Gring*: if the *name* is prominent, it should be pluralized; as, *The Miss HORNERS* in contradistinction to the *Miss GRINGS*: and if the *title* belongs to persons of *different names*, it must be pluralized; as, MESSRS. *J. A. Bancroft & Co*; BISHOPS *Simpson* and *Janes*.

REMARK. 2.—In addressing married ladies, the title or initials of the husband are used instead of those of the lady herself. If there are several ladies whose husbands have the same

surname; as, *Mrs. DR. Jones, Mrs. HENRY Jones, Mrs. WILLIAM Jones*, the more prominent title is used, in order to distinguish the wife of one gentleman of the same name, from that of another. A lady whose husband is dead, is properly addressed by her own Christian name, especially if she is transacting business for herself; as, *Mrs. MARY Jones*.

REMARK 3.—The names of *qualities, states, actions, substances, arts, sciences* and *diseases*, when the reference is to the kind of thing, are generally used in the singular number only.—*Kcrl's Grammar*; as, *Pride, business, platinum, mumps, &c.* But when different kinds are meant, or when the things consist of parts, they become plural. *News* is singular.

REMARK 4.—The names of things consisting of many parts, are always plural. So also with the scientific family names of animals and plants.

Aborigines.	dregs.	nippers.	stairs.
Annals.	embers.	nuptials.	statistics.
Antipodes.	entrails.	oats.	stilts.
Archives.	goggles.	pains. (<i>care</i>)	suds.
Ashes.	hatches.	paraphernalia.	thanks.
Assets.	head-quarters.	pinchers.	teens.
Belles-lettres.	hose.	pleiades.	tongs.
Billiards.	hysterics.	regalia.	tidings.
Bitters.	ides.	riches.	trousers.
Bowels.	intestines.	remains.	tweezers.
Breeches.	lees.	scissors.	vespers.
Cattle.	literati.	shears.	victuals.
Clothes.	lungs.	snuffers.	vitals.
Drawers.	mammalia.	spectacles.	withers.
			wages. <i>also sing.</i>

REMARK 5.—The following words have acquired a different meaning in the plural.

Arm,	arms.	arms, <i>weapons</i> .
Color,	colors.	colors, <i>banner</i> .
Compass,	compasses.	compasses, <i>dividers</i> .

Divider,	dividers.	dividers, <i>an instrument.</i>
Drawer,	drawers.	drawers, <i>an article of clothing.</i>
Good,		goods, <i>merchandise.</i>
Green,		greens, <i>young leaves for cooking</i>
Ground,	grounds.	grounds, <i>sediment.</i>
Letter,	letters.	letters, <i>literature.</i>
Manner,	manners.	manners, <i>behavior.</i>
Moral,	morals.	morals, <i>morality.</i>
Shamble,	shambles.	shambles, <i>meat market.</i>
Spectacle,	spectacles.	spectacles, <i>glasses.</i>
Stay,	stays.	stays, <i>corsets.</i>
Vesper,	vespers.	vespers, <i>an evening hymn.</i>

REMARK. 6.—The following nouns, though singular in form, are used in both numbers, viz: *baggage, billion, brace, couple, dozen, deer, fry, gross, grouse, head (cattle), hose, million, pair, sail (ships), score, salmon, sheep, swine, trillion, &c., trout, vermin, and yoke.*

REMARK. 7.—The following nouns, though plural in form, are used in both numbers, viz; *apparatus, bellows, alms, corps, means, odds, pains (effort), riches, series, species, tidings.*

NOTE 1.—When a proper noun denotes a *family, a race, a group, or two or more individuals* of the same name or character, it is pluralized; as, *The Grants and Shermans; The Bahamas.*

NOTE 2.—Proper nouns, nouns adopted from other languages, and all unusual nouns, in order to preserve their identity, are varied as little as possible; as, *Denny, the Dennys; Dennie, the Dennies; canto, cantos.* But when such words become fully *naturalized*, they conform to the rules stated in the *exceptions and remarks.* Hence the following words are beginning to be pluralized by the suffixing of *es*, according to Exception III, viz; *canto, duodecimo, fandango, fresco, grotto, halo, hidalgo, junta, lasso, memento, octavo, piano, portico, quarto, salvo, solo, tyro and zero;* as, *cantoes.*

70. Exercise V.

1. *Form the plurals of the following nouns:—*

Toy, glass, wharf, geography, folio, canto, fife, five, fly, duty, ox, box, child, man, 2, +, £, f, s, 7, gr., index, knight-templar, loaf, man-servant, nebula, pence, roof, son-in-law, tooth, unicorn, vortex, water, youth, zero, goose-feather.

2. *Analyze the following sentences, select the nouns, and tell to what species they belong and what their properties are.*

Coriolanus was a distinguished Roman Senator and general, who had rendered eminent services to the Republic. But these services were no security against envy and popular prejudice. He was at length treated with great severity and ingratitude by the Senate and people of Rome, having been obliged to suffer voluntary banishment in order to preserve his life.

LESSON VII.

Formation of the Feminine Gender and Possessive Case.

• 71. *There are three methods by which a difference in gender is expressed.*

1. By different words.

Bachelor,	maid.	Lad,	lass.
Baker,		Lord,	lady.
Beau,	belle.	Lover,	lady-love.
Boar,	sow.	Male,	female.
Boy,	girl.	Man,	woman.
Brewer.		Master,	mistress.
Bridegroom,	bride.	Master,	miss.
Brother,	sister.	Mr.,	mrs.
Buck,	doe.	Monk, <i>friar</i>	nun.
Bull,	cow.	Monsieur,	madame.
Bullock, <i>steer</i>	heifer.	Monsieur,	mademoiselle.
Cock, <i>rooster</i>	hen.	Nephew,	nicce.
Colt,	filly.	Papa,	mamma.
Dog,	bitch.	Ram, <i>buck</i>	ewe.

Drake,	duck.	Sir,	madam.
Earl,	countess.	Sire, <i>horse</i> ,	dam.
Father,	mother.	Sloven,	slattern, slut.
Gander,	goose.	Son,	daughter.
Gentleman,	lady.	Spouse,	consort.
Hart,	roe.	Stag,	hind.
Horse, <i>stallion</i> ,	mare.	Steer,	heifer.
He.	she.	Swain,	nymph.
Husband,	wife.	Uncle,	aunt.
Indian,	squaw.	Wizard,	witch.
King,	queen.	Youth,	maiden.

2. By a difference of Termination.

Abbot,	abbess.	Inventor,	inventress.
Actor,	actress.	Jew,	jewess.
Administrator,	administratrix.	Landgrave,	landgravine.
Adventurer,	adventuress.		laundress.
Adulterer,	adulteress.	Lion,	lioness.
Ambassador,	ambassadress.	Marquis,	marchioness.
Anchoret,	} anchoress.	Margrave,	marggravine.
Anchorite,		Mayor,	mayoress.
Arbiter,	arbitress.	Mediator,	{ mediatress.
Author,	authoress.	Monitor,	{ mediatrix.
Auditor,	auditress.	Negro,	monitress.
Baron,	baroness.	Orator,	negress.
Benefactor,	benefactress.		{ oratress.
Caterer,	cateress.		{ oratrix.
Chanter,	chantress.	Painter,	paintress.
Conductor,	conductress.	Patron,	patroness.
Count,	countess.	Poet,	poetess.
Dauphin,	dauphiness.	Porter,	
Deacon,	deaconess.	Preceptor,	preceptress.
Director,	directress.	Priest,	priestess.
Diviner,	diviness.	Prince,	princess.
Doctor,	doctress.	Prior,	prioress.
Don,	donna.	Professor,	professorine.

Duke,	duchess.	Prophet,	prophetess.
Editor,	editress.	Proprietor,	proprietress
Elector,	electress.	Shepherd,	shepherdess.
Emperor,	empress.	Signor,	signora.
Enchanter,	enchantress.	Songster,	songstress.
Executor,	executrix.	Sorcerer,	sorceress.
Founder,	foundress.	Spectator,	spectatrix.
Giant,	giantess.	Sultan,	sultana.
God,	goddess.	Tailor,	tailoress.
Goodman,	goody.	Testator,	testatrix.
Governor,	governess.	Teacher,	teachress.
Heir,	heiress.	Teamster,	
Hermit,		Tiger,	tigress.
Hero,	heroine.	Traitor,	traitress.
Host,	hostess.	Tutor,	tutress.
Huckster,		Tzar,	tzarina.
Hunter,	huntress.	Victor,	victoress
Idolater,	idolatress.	Waiter,	waitress.
Infant,	infanta.	Widower,	widow.
Instructor,	instructress.	Have no	coquette
Baker,	Have no	corresponding	hag.
Brewer,			laundress.
Lawyer,	corresponding	masculine.	
	feminine.		

3. By affixing or suffixing a distinguishing Word.

Cock-sparrow,	hen-sparrow.	Mer-man,	mer-maid.
English-man,	English-woman.	School-master,	school-mistress.
Grand-father,	grand-mother.	Turkey-gobbler,	turkey-hen.
He-goat,	she-goat.	Buck-rabbit,	doe-rabbit.
Man-servant,	maid-servant.	Male-descend-	female-descend-
Male-child,	female-child.	ants,	ants.
&c.		&c.	&c.

NOTE 1.—The various callings of men and women, differ in some respects; and hence, certain nouns lack either the masculine or feminine form. But in the progress of society, certain callings are filled at one time by one sex, and at another time

by the opposite one, or by both; in which case, a new word must be *coined* to distinguish the sex, and the law of formation becomes an important grammatical question. From the third method of expressing a difference of gender, it is evident that *the distinguishing-WORD method should be used only with those words which do not refer to the sex of the object represented; that is, with such generic terms, as include both sexes*; thus—GOAT, RABBIT, SPARROW, are generic names, denoting certain classes of animals, without referring at all to their gender. So also with CHILD, DESCENDANT, SERVANT, &c.; they are generic, and in themselves do not distinguish the gender. Not so with such words as DOCTOR, POET, TEACHER, &c., for these words designate certain offices filled by males, and are of the masculine gender; hence, such expressions as *female doctor*, *female teacher*, are incorrect, as the term female is used adjectively, and may mean a *teacher of females*, or a *teacher* (mas.) who is a *female*; neither of which expresses grammatically the idea intended. When, for instance, a music teacher is spoken of, the question naturally arises, *Of what sex?* Hence, I have inserted the word *teacheress* or *teachress* as the term which should, and will be used before many years.

72. The **possessive** case of nouns is formed as follows, viz:

(1.) If the nominative of a common noun ends in an **s** sound (*s, ss, ce, or se,*) an ' (apostrophe) is suffixed; as, *For CONSCIENCE' sake.*

(2.) If the nominative ends in any other sound, whether the noun be singular or plural, 's is suffixed; *Man, MAN's; men, MEN's.*

73. **EXCEPTION.**—In forming the possessive case of proper nouns ending in an **s** sound, it is customary to add 's, which is equivalent to an additional syllable; as, PRENTICE's (pronounced *prentisses*) POEMS. This is in accordance with the Saxon language, in which the possessive case was formed by suffixing **is** or **es**; as, LORDES, LORD's.

74. *Give the feminine or masculine corresponding to the following words:*

Bachelor, belle, doe, earl, lass, niece, son, wizard, nun, swain, youth, czar, don, hero, huntress, instructor, teacher, negro, sultan, gentleman, he-goat.

Outline No. 6. NOUNS.

Grammatical Formation.	I. Species.		
	1.	Plural Number.	1. Proper. 2. Common. 3. Collective, 4. Abstract. Note. 5. Verbal. Note. Remark.
	2.	Fem. Gender.	a. General Rule. b. Exceptions. I. c. Remarks. II. d. Notes. III. IV. V. 1, 2, 3, 4, 5, 6, 7, 8, 9.
	3.	Case, Gender.	a. Different words. b. Different terminations. c. Distinguishing word. Note.
	4.	Poss. Case, Gender.	a. Rule 1. b. Rule 2. c. Exception.
Properties.	1.	Person.	a. 1st Person. b. 2d Person. c. 3d Person.
	2.	Number.	a. Singular. 1. b. Plural. 2.
	3.	Gender.	a. Masculine. 1. b. Feminine. 2. c. Neuter. Note
	4.	Case.	a. Nominative. b. Possessive. c. Objective.

Declension of Nouns.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Boy	Boys	Fly	Flies
<i>Poss.</i>	Boy's	Boys'	Fly's	Flies'
<i>Obj.</i>	Boy	Boys	Fly	Flies.

—o—

LESSON VIII.**Personal and Indefinite Pronouns.**

76. A **Pronoun** is a word substituted for the name of an object present to the mind.

REMARK.—A Pronoun represents the object or noun to which it relates.

77. There are three kinds of Pronouns, viz :

- I. Personal.**
- II. Indefinite.**
- III. Conjunctive.**

78. A **Personal Pronoun** is a pronoun which shows the relation of an object to the speaker; as, *I* (the teacher) *give you* (the student) *it* (the book).

79. There are three kinds of Personal Pronouns, viz :

- (a.) **Simple.**
- (b.) **Compound.**
- (c.) **Adjectival.**

80. A **Simple Personal Pronoun** is a pronoun which shows simply the relation of an object to the speaker; as, *I wrote*; *you spoke*; *he laughs*.

81. Declension of Simple Personal Pronouns.

	First Person.		Second Person.	
	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	I	we	thou	you or ye
<i>Possessive.</i>	My	our	thy	your
<i>Objective.</i>	Me	us	thee	you

Third Person.

	Singular.	Plural.
--	-----------	---------

Masculine.	Feminine.	Neuter.
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<i>Nominative.</i>	He	she
<i>Possessive.</i>	His	her
<i>Objective.</i>	Him	her
		it
		they
		their
		them

REMARK.—**You**, the second person plural, is used, whether one or more persons are addressed. This is an idiom common to the modern languages, *French*, *German*, *Spanish*, &c.; as, *You ARE*; *you WERE*.

82. A **Compound Personal Pronoun** is a pronoun which shows the relation of an object to the speaker in an emphatic manner; as *James hurt HIMSELF*.

83. The Compound Personal Pronouns are formed by suffixing **self** for the singular, and **selves** for the plural to the **possessive form** of the Simple Personal Pronouns of the *first* and *second* persons, and to the **objective form** of the *third* person.

Declension of Compound Personal Pronouns.

	First Person.	Second Person.
--	---------------	----------------

<i>Singular.</i>	Myself	yourself, thyself himself, herself, itself
<i>Plural.</i>	Ourselves	yourselves themselves

84. An **Adjectival Personal Pronoun** is a pronoun which shows that the object to which it refers is possessed by the object which it represents; as *The book is MINE*.

REMARK 1.—*Mine* refers to book, and shows that the *object* book is possessed by the *speaker*, the person whom *mine* represents.

REMARK 2.—The *Adjectival Personal Pronouns* and the *possessive form* of the *Personal Pronouns* agree in **person**, **number** and **gender** with the **possessor**, and not with the *thing possessed* as the *Possessive Pronouns* in the *Latin*, *Greek* and *French* languages do.

Declension of Adjectival Personal Pronouns.

	First Person.	Second Person.
--	---------------	----------------

<i>Singular.</i>	Mine	thine
<i>Plural.</i>	Ours	yours
		his, hers, its
		theirs

85. An **Indefinite Pronoun** is a pronoun which does not refer to any particular object, but represents a general antecedent; as, *ONE should not get angry at ONE's friend*.

86. There are three kinds of Indefinite Pronouns, viz.:
- (a.) **Simple.**
 - (b.) **Correlative, (Partitive, or Reciprocal.)**
 - (c.) **Compound.**
87. The Simple are **one** and **none**, and sometimes **they**.
88. The Correlative are **the one—the other; one—an-other; some—others; one another; each other.**
89. The Compound Indefinite Pronoun is **one's-self.**

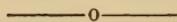
REMARK.—*One, another and other* are declined like nouns, viz.:

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Singular.</i>	One	ones	another	other	others
<i>Possessive.</i>	One's	ones'	another's	other's	others'
<i>Objective.</i>	One	ones	another	other	others

90. Exercise VII.

Select the Pronouns from the following sentences, and tell the species and properties of each.

1. If we would improve our minds by conversation, it is a great happiness to be acquainted with persons wiser than ourselves.
2. It is a piece of useful advice, therefore, to get the favor of their conversation frequently; but, if they are reserved, we should use all obliging methods to draw out of them what may increase our own knowledge.
3. The book is not mine, and I cannot lend it.
4. They fled, some, one way; others, another.
5. They say he is a man who minds his own business.



LESSON IX.

Conjunctive Pronouns.

91. There are three kinds of Conjunctive Pronouns, viz.:
- (a.) **Relative.**
 - (b.) **Compound Relative.**
 - (c.) **Interrogative.**

REMARK.—Conjunctive Pronouns are species of subordinate connectives.

92. **A Relative Pronoun** is a pronoun that represents some preceding word in the same sentence to which it connects, as a modifier, the clause of which it forms a part; as, *The man WHOM I loved, is dead.*

93. The Relative Pronouns are **who, which, that** and **as**.

Who represents **persons**.

Which represents the *inferior* animals, objects of the neuter gender and children.

That is used to prevent a too frequent repetition of *who* and *which*, and should be used

1. When the antecedent denotes both persons and things; as, *The MAN and the HORSE THAT I saw, were killed.*
2. When the clause is restrictive; as, *In thoughts THAT breathe and words THAT burn.*
3. When its antecedent is modified by a *superlative*, by *very* or by *same*; as, *He was the FIRST THAT discovered it; the SAME man THAT you saw; the VERY thing THAT I wanted.*
4. When its antecedent is a relative, or is modified by *no, not, all, any, each, every or some*; as, *It is NOT grief THAT bids me moan.*
5. When its antecedent is a Personal Pronoun, and no word intervenes; as, *Fall HE THAT must; His praise is lost WHO waits till all commend.*

As is used as a relative after *such, many, same, and (sometimes,) as much*; as, *He has SUCH friends AS every one should strive to have.*

94. **A Compound Relative Pronoun** represents an indefinite antecedent; as, *WHOMEVER will come, may come; WHAT I say, ye know not now.*

What is not a simple, but a Compound Relative Pronoun.

95. *Who, which and what* are declined as follows:

	<i>Sing. & Plur.</i>	<i>Sing. & Plur.</i>	<i>Sing. & Plur.</i>
<i>Nominative.</i>	Who	which	what,
<i>Possessive.</i>	Whose		
<i>Objective.</i>	Whom	which	what.

96. The Compound Relative Pronouns are formed by suffixing **ever** or **soever** to the forms given in § 95.

REMARK.—*Ever* and *soever* are sometimes omitted, and at other times separated from the relative by an intervening word; as, *Who steals my purse, steals trash*; *I am beset WHAT way SOEVER I go*.

97. Compound Relative Pronouns are used

- a. To introduce substantive clauses; as, *WHAT is thoroughly understood, is easily described*.
- b. As Concessive Connectives; as, *WHATEVER you do, you cannot convince me*.
- c. As Distributive Adjectives; as, *I will accept WHATEVER gift you are pleased to bestow*.

98. An **Interrogative Pronoun** is a pronoun that represents the answer to the question which it asks; as, *Who came with you? JOHN*.

99. The Interrogative Pronouns are **who**, **which** and **what**, used to ask questions.

Who inquires for the name, or, when that is given, for some description of person; as, *Who was Blennerhassett?*

Which inquires for a particular one of several persons or things; as, *Which is yours?*

What inquires for the kind of thing, or for the character or occupation of a person; as, *What have you? What art thou? What is he?*

100. Exercise VIII.

Select the Conjunctive Pronouns from the following sentences, and tell to what species they belong.

1. He that studies English literature without the lights of classical learning, loses half the charms of its sentiment and style.

2. Who that reads the poetry of Gray, does not feel that it is the refinement of classical taste which gives such inexpressible vividness and transparency to its diction?

3. Who that reads Pope and Dryden, does not perceive in them the disciples of the old school, whose genius was inflamed by the heroic verse of antiquity?

4. Mark but my fall and that that ruined me.
5. Whoever yields to temptation, debases himself with a debasement from which he can never arise.
6. Whatsoever seeming retrogressions there may be, in the final comparison of the ages there is an undeniable advancement.
7. The tree that thou sawest, which grew and was strong, whose height reached unto the heavens and the sight thereof to all the earth; whose leaves were fair and the fruit thereof much, and in it was meat for all; under which the beasts of the field dwelt, and upon whose branches the fowls of heaven had their habitation; it is thou, O King, that art grown and become strong.

REMARK.—THEREOF is sometimes a Relative Pronoun in the Possessive Case.

Outline No. 7. PRONOUNS.

I.	Personal.	$\left\{ \begin{array}{ll} 1. \text{ Simple.} & \text{Declension.} \\ 2. \text{ Compound.} & " \\ 3. \text{ Adjectival.} & \end{array} \right.$
II.	Indefinite.	$\left\{ \begin{array}{ll} 1. \text{ Simple.} & \text{Declension.} \\ 2. \text{ Correlative.} & " \\ 3. \text{ Compound.} & \end{array} \right.$
III.	Conjunctive.	$\left\{ \begin{array}{lll} 1. \text{ Relative Pronouns.} & \left\{ \begin{array}{ll} \text{Who} & \text{Declension.} \\ \text{Which} & \\ \text{That} & \\ \text{As} & \end{array} \right. & \text{Uses } 1, 2, 3, 4, 5. \\ 2. \text{ Compound Relatives.} & \left\{ \begin{array}{ll} \text{Who} & \} \text{ ever} \\ \text{Which} & \\ \text{What} & \} \text{ or} \\ & \} \text{ soever} \end{array} \right. & \\ 3. \text{ Interrogatives.} & \left\{ \begin{array}{ll} \text{Who} & \text{Use.} \\ \text{Which} & " \\ \text{What} & " \end{array} \right. & \end{array} \right.$

LESSON X.

Classification of Adjectives.

101. An **Adjective** is a word which expresses some quality or limitation of an object.

102. There are three classes of Adjectives, viz :

I. Distributives.

II. Definitives.

III. Descriptives.

103. A **Distributive** is a word used with an appellative to show that it is taken in a general or indefinite sense; as, *THE weather is somewhat colder.*

REMARK.—The term Appellative includes common and collective Nouns.

104. Distributives include

1. ARTICLES.

a. The *Indefinite Articles a or an.*

REMARK.—*A* is used before words commencing with a Consonant-sound; as, *a unit*; *A eulogy*; *such a one.*

b. The *Definite Article the* used distributively.

REMARK.—Whenever *the* refers to a previously mentioned or well-known object, it is a Definitive; as, *THE old oak*; *THE man is dead.*

2. PRONOMINAL ADJECTIVES

a. The *Distributive*, viz: **each, every, either, neither** and **many-a.**

b. The *Indefinite*, viz: **any** and **all.**

3. The *Compound Relatives* **whichever** and **whatever.**

105. A **Definitive** is a word used with an appellative to particularize an object; as, *THAT tree is large.*

106. Definitives include

1. The **DEFINITE ARTICLE the** referring to a previously mentioned or well-known object.

2. PRONOMINAL ADJECTIVES.

a. The *Demonstrative*, viz: **this, these ; that, those ; the former, the latter ; the same ; yon or yonder**, and **very.**

- b. The *Indefinite*, viz: **one, other, another; both, such, several, else.**
 - c. The *Interrogative* **which** and **what**.
 - d. The *Adjectival*, viz: **mine, ours; thine, yours; his, hers, its, theirs.**
 - e. The *Emphatic* **own.**
3. NUMERAL ADJECTIVES.
- a. The *Indefinite*, viz: **a few, few, many, sundry, divers, little and much.**
 - b. The *Cardinal*, viz: **one, two, three, &c.**
 - c. The *Ordinal*, viz: **first, second, third, &c.**
 - d. The *Multiplicatives*, viz: **single, double, duplex, two-fold, triple, &c.**
4. PROPER ADJECTIVES; as, **American, Dutch, English, Newtonian, Platonic.**

107. A **Descriptive** is a word used to describe the *age*, *color*, *condition*, *habit*, *place*, *quality*, *shape*, *size*, *temperature*, *time*, or *weight* of an object; as, *An old man*; *the red flag*, &c.

108. There are three kinds of Descriptive Adjectives, viz:

1. **Qualifying**, such as designate a quality; as, *Good men*; *sweet apples*; *delicious pears*.
2. **Participial**, such as no longer express *activity* or *passivity*, but, by a figure of speech, designate a quality or condition; as, *A weeping willow*; *A learned man*.
3. **Verbal**, such as express a *relation* or an *operation of mind*; as, *nearer to thee*; *desirous of glory*.

121. Exercise IX.

Select the Adjectives from the following sentences, and tell their species.

1. A wise and good man, whether rich or poor, is a great blessing to any community.
2. Three strange men were seen skulking about the premises.
3. He had two beautiful iron-gray horses and a new carriage.
4. Every child in the community has a right to demand from society an education suitable to the sphere of life it is to occupy.
5. All men think all men mortal but themselves.

6. Which book shall I bring you?
7. Within a short time we have witnessed a curious and beautiful spectacle.
8. An old man, not in office and never to be in office; not rich, but plain and simple in dress and appearance, has been passing through the everyday routes of travel in our country.
9. At the last faint gash he makes, his knife, his faithful knife, drops from his little nerveless hand.
10. Be not too earnest, loud, or violent in your conversation.
11. Weigh your operations well, that they may be significant, pertinent and inoffensive.

Outline No. 8. SPECIES OF ADJECTIVES.

I. Distributives.	{	1. Articles.	<ol style="list-style-type: none"> a. Indefinite. Remarks. b. Definite. Remarks.
		2. Pronominals.	<ol style="list-style-type: none"> a. The Distributive. b. The Indefinite.
II. Definitives.	{	3. Compound Relative Pronouns.	
		1. The Definite Article the.	
III. Descriptives.	{	3. Numerals.	<ol style="list-style-type: none"> a. The Demonstrative. b. The Indefinite. c. The Interrogative. d. The Adjectival. e. The Emphatic.
		2. Pronominals.	<ol style="list-style-type: none"> a. The Indefinite. b. The Cardinal. c. The Ordinal. d. The Multiplicative.
		4. Proper Adjectives.	
		1. Qualifying.	
		2. Participial.	
		3. Verbal.	

LESSON XI.

Properties and Forms of Adjectives.

109. The Grammatical Properties of Adjectives are

I. Number.**II. Comparison.**

110. (I.) The following adjectives are used only in the *singular* number, viz: **A or an, each, every, many-a, this, that, one, another,** and the cardinal number **one.**

(II.) The following words are used when *two* only are spoken of, viz: **both, each other, either, neither,** and the preposition **between.**

(III.) The following adjectives are used only in the *plural* number, viz: **All, these, those, several, a few, few, many, divers, sundry,** and the cardinal numbers **two, three, &c.**

(IV.) The following words are used when *more than two* are spoken of, viz: **Any one, no one, none, one another,** and the preposition **among.**

111. **Comparison** is that property of an adjective by virtue of which it *changes its form* to express different degrees of quality in similar or in various objects.

112. Descriptive Adjectives are of two kinds, viz:

(a.) **Comparable.**(b.) **Incomparable.**

113. **Comparable Adjectives** describe the *age, color, condition, habit, order, (quality,) size, temperature or weight* of objects. Some few of *distance, place and time* are also compared.

114. **Incomparable** Adjectives describe the *form, material or shape* of objects, and express all qualities that are apprehended *intuitively.*

NOTE 1.—As descriptive adjectives are names of certain qualities and conditions of objects, of which we obtain a knowledge either through our perceptive or reasoning faculties, a proper distinction between Comparable and Incomparable Adjectives should be based upon the difference between the ideas thus acquired. Hence,

NOTE 2.—Adjectives which express the *accidental properties* of matter, the *moral, social, intellectual, physical* or *political* condition of individuals or nations, or any of those qualities which exist in *degrees*, or in a *progressive state*, are *comparable*.

NOTE 3.—Adjectives which express the *essential properties* of matter, the properties of *mathematical figures*, or any *intuition of reason*, are *incomparable*. Hence, such words as *equal, level, perpendicular, square, perfect, right, wrong, &c.*, are *not comparable*.

115. There are three degrees of Comparison, viz :

- (a.) The **Positive.**
- (b.) The **Comparative.**
- (c.) The **Superlative.**

116. An Adjective is in the **Positive** degree, when it expresses a quality without reference to the same quality in another object, or to a different quality in the same object; as, *John is GOOD*.

117. An Adjective is in the **Comparative** degree, when it expresses a quality relative to the same quality in another object, or to a different quality in the same object; as, *John is WISER than George*; *Henry is MORE ELOQUENT than LEARNED*.

118. An Adjective is in the **Superlative** degree, when it expresses a quality relative to the same quality in several objects; as, *John K. is the BEST boy in school*.

119. The **Comparative** and **Superlative** degrees are formed

1. By suffixing **r** or **er** for the Comparative, and **st** or **est** for the Superlative.
 - (a.) To the positive of monosyllabic adjectives ; as, *wise, wiser, wisest*.
 - (b.) To dissyllabic primitives whose last syllable commences with a consonant ; as, *Holy, holier, holiest*.
2. By placing **more** or **less** for the *Comparative*, and **most** or **least** for the *Superlative*.

- (a.) Before the positive of dissyllabic adjectives, whose final syllable commences with a vowel; as, *Pious*, **more pious**, **most pious**.
- (b.) Before *all* derived dissyllabic adjectives; as, *Faithful*, **more faithful**, **most faithful**.
- (c.) Before *all* polysyllabic adjectives; as, *Agreeable*, **more agreeable**, **most agreeable**.

NOTE 1.—The *Diminutive Comparative* is formed by suffixing **ish**, or by prefixing **almost**, **rather**, **slightly**, **somewhat**, &c.; as, *Brackish*, **almost grown**, **slightly wounded**, **somewhat gray**.

NOTE 2.—The *Superlative Absolute* is formed by prefixing **very**, **exceedingly**, &c., to the positive; as, *He is a very good man*.

3. Irregularly.

- (a.) Those which want none of the forms.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bad	worse	worst
Far	farther	{ farmost { farthermost farthest
Good	better	best
Ill	worse	worst
Late	{ later { latter	latest (time) last (order)
Little	{ less { lesser	least
Many } Much }	more	most
Near	nearer	{ nearest (position) { next (order)
Old	{ older { elder	oldest eldest

REMARK.—*Last* and *next* are used to show the order with respect to *time* and *position*.

(b.) Those which want some of the forms.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
	further	{ furthest furthermost
Northern	hither	hithermost
Rear	nether	nethermost
	under	undermost
	upper	northernmost rearmost
	inner	{ upmost uppermost
	hinder	{ inmost innermost
	utter	{ hindmost hindermost
		{ utmost uttermost
		topmost bottommost

4. *How the degrees and shades of color are expressed.*

NOTE 1.—The more prominent colors are usually compared; as, *Black, blacker, blackest; white, whiter, whitest; red, redder, reddest*, &c.

NOTE 2.—The prismatic colors of the solar spectrum, viz: *red, orange, yellow, green, blue, indigo* and *violet*, are assumed as the basis of color. These blend into each other so as to give rise to various shades and hues, with which different objects are possessed. To distinguish these shades and hues, the English language employs three methods, viz:

- (1.) The more prominent shades of color are indicated by special words; as, *Crimson, pink, purple, scarlet, &c.*
- (2.) Words descriptive of the hues of color are prefixed to the generic words; as, *Rose-red, PEA-green, IRON-gray, &c.*
- (3.) Certain words, expressive of a peculiar shade, are used; as, *Magenta, solferino, &c.*

120. Exercise X.

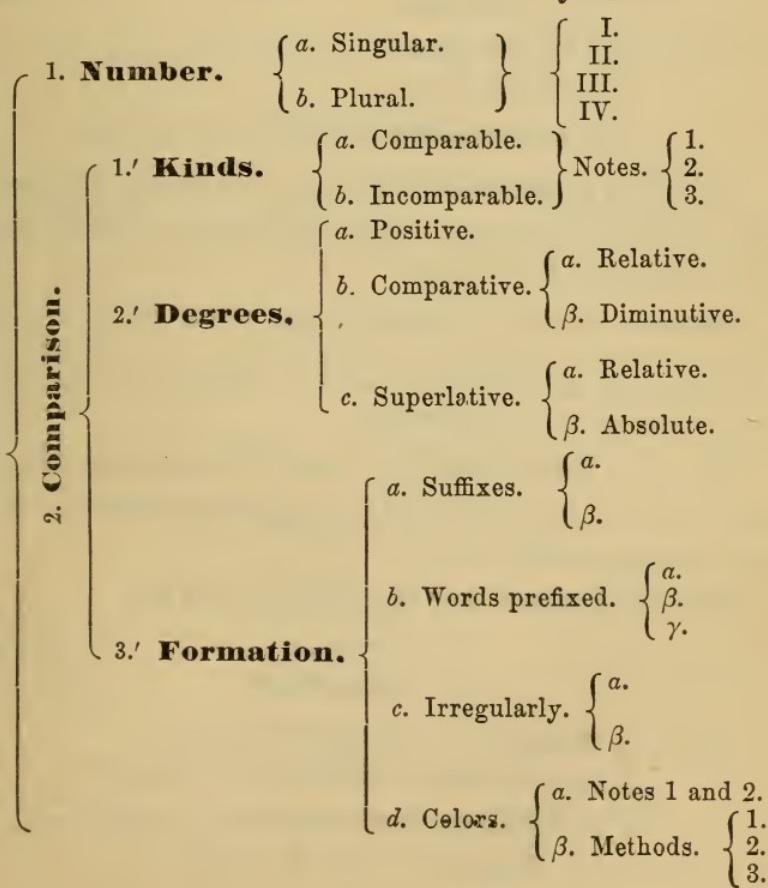
1. Form the Comparative and Superlative of the following Adjectives:

Able	delightful	large	old
Active	diligent	little	pious
Beautiful	excellent	lovely	serene
Bright	green	much	warm
Calm	good	new	wise

2. Tell the degree of Comparison of each of the following Adjectives:

Braver	greener	more plentiful
Brackish	just	somewhat scarce
Eldest	less	very wise
Orange	next	youthful

Outline No. 9.
PROPERTIES AND FORMS OF ADJECTIVES.



LESSON XII.

The Infinite Verb.

122. A **Verb** is a word which expresses affirmation; as, *John WRITES*; *James SLEEPS*.

REMARK.—A Verb affirms an *activity*, a *passivity* or a *simple mode of existence* of its subject.

123. The Verb consists of

I. The **Infinite parts**, including

- (1.) The **Infinitives**.
- (2.) The **Participles**.
- (3.) The **Imperatives**.

II. The **Finite parts**, including

- (1.) The **Modes**.
- (2.) The **Tenses**.
- (3.) The **Forms**.
- (4.) **Agreement** (in person and number.)

124. The **Infinitive** expresses the abstract idea of the verb without limitation as to agreement with its subject; as, *To love, to have loved*.

REMARK.—The particle **to**, the sign of the *Infinitive*, was introduced into the language in the 13th century. Primarily it denotes a *moving forward*, and at first expressed an *aim* or *purpose*, but at present it has the force of an **expletive**.

125. The **Participle** expresses the concrete idea of the verb without limitation as to agreement with its subject; as, *Loving, having loved*.

126. The Properties of the Infinite Verb are

- (a.) **Form**.
- (b.) **Condition**.

127. The **Forms** of the **Infinitives** are

- a.* The **Common Active**; as, *To love*.
- β.* The **Progressive Active**; as, *To be loving*.
- γ.* The **Passive**; as, *To be loved*.

128. The **Forms** of the **Participles** are

- a. The **Active**; as, *Loving, having loved.*
- β. The **Passive**; as, (*Being*) *loved, having been loved.*
- γ. The **Past**; as, *Loved* (in the Relative Tenses.)

129. The Infinite Verb represents the affirmation without the idea of *time*, but expresses the **Condition** of *completeness* or *incompleteness*. Hence, the *Infinitives* and *Participles* are denominated **Present** (incomplete) or **Perfect** (complete).

130. The **Imperatives** are subjected to the same laws of construction as the Infinitives and Participles, and hence are classed with the Infinite verb; as, *John, BRING me the book.*

REMARK.—The Imperatives are without limitation as to agreement with a subject.

131. *Paradigm of Infinitives, Participles and Imperatives.*

Infinitives.

<i>Common-Active.</i>	<i>Progressive-Active.</i>	<i>Passive.</i>
<i>Present.</i> To love.	to be loving.	to be loved.
<i>Perfect.</i> To have loved.	to have been loving.	to have been loved.

Participles.

<i>Active.</i>	<i>Passive.</i>	<i>Past.</i>
<i>Present.</i> Loving.	(being) loved.	
<i>Perfect.</i> Having loved.	having been loved	loved.

Imperatives.

	<i>Singular.</i>	<i>Plural.</i>
<i>1st Person.</i>	Let me love.	Let us love.
<i>2d Person.</i>	Love.	Love.
<i>3d Person.</i>	Let him love.	Let them love.

132. Infinitives and Participles are used

- (a.) To form certain **parts** of the **finite verb**.
- (b.) To **abridge** discourse.

133. Exercise XI.

Analyze the following sentences, and point out the Infinite Parts.

1. He must now cut his way in a new direction, to get from under the overhanging mountain.
2. He is dangling there in view of the trembling multitude, who are shouting and leaping for joy.
3. Lying is a great sin against God, who gave us the tongue to speak truth, and not falsehood.
4. It is the province of America to build, not palaces, but men; to exalt, not titled stations, but general humanity; to dignify, not idle repose, but assiduous industry; to elevate, not the few, but the many; and to make herself known, not so much in individuals as in herself; spreading to the highest possible level, but striving to keep level still, universal education, prosperity and honor.

Outline No. 10. INFINITE VERB.

I. Species.	1. Infinitives.
	2. Participles.
	3. Imperatives.
II. Properties.	1. Forms
	1./ Infinitives
	2./ Participles
III. Uses, &c.	2. Condition
	1. To form Finite Parts.
	2. To Abridge discourse.
	3. Paradigms.

LESSON XIII.

Properties of the Finite Verb. Mode.

134. The **Properties** of the Finite Verb are

1. **Mode.**
2. **Tense.**
3. **Form.**
4. **Agreement** (in person and number).

135. **Mode** is that property of the Finite Verb which shows how it asserts an attribute of its subject.

136. An Attribute may be asserted

- (a.) As a fact or a question (**Indicatively**).
- (b.) As a contingency, or as a conception of the mind (**Subjunctively**).
- (c.) As something dependent upon the will of the speaker (**Imperatively**).

137. There are, therefore, three **Modes**, viz:

- a. The **Indicative.**
- b. The **Subjunctive.**
- c. The **Imperative.**

REMARK.—Writers of English Grammar usually reckon four modes, the *Potential* in addition to these. This arises from confounding *mode* and *form*. In the Latin, Greek, German, French, Spanish and other languages, some of which are highly synthetic, there is no form for a Potential Mode. Besides, it is impossible to conceive of an attribute's being asserted in any other way than as something *real*, something *imaginary*, or something *dependent on the speaker's will*.

138. The **Indicative** Mode asserts an attribute as a fact or a question; as, *Daniel WRITES*; *DOES Daniel WRITE?*

139. The **Subjunctive** Mode asserts an attribute as a contingency or a conception of the mind; as, *Though he SLAY me, yet will I serve him*; *I COULD PAINT the bow upon the bended heavens*; *he MAY (possibly) COME*; *he CAN WRITE*.

140. The **Imperative** Mode asserts an attribute as dependent on the will of the speaker; as, *Go*, *SIN no more*; *Thou SHALT not STEAL*; *You MAY* (are permitted) *GO*; *LET there BE light*.

NOTE.—The student should carefully distinguish between the *modes* of the verb and the *forms* used to express them. The former must be gathered from the signification, while the latter is determined by *auxiliaries*, or some other *external* characteristic.

141. Exercise XII.

Analyze the following sentences, and tell the mode of the verbs:

1. Never speak anything for a truth, which you know or believe to be false.
2. Sickness is a sort of early old age; it teaches us a diffidence in our earthly state, and inspires us with thoughts of the future.
3. Adversity is the mint in which God stamps upon us his image and superscription.
4. In this matter, men may learn of insects.
5. The ant will repair her dwelling, as often as the mischievous foot crushes it; the spider will exhaust life itself, before he will live without a web; the bee can be decoyed from her labor neither by plenty nor scarcity.
6. If summer be abundant, it toils none the less; if it be parsimonious of flowers, the tiny laborer sweeps a wider circle, and by industry repairs the fugality of the summer.
7. Man should be ashamed to be rebuked in vain by the spider, the ant, and the bee.

Partial Outline. MODE.	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Definition. 2. Possible Modes. Remark. 3. Species. <div style="display: flex; align-items: center; gap: 10px;"> a. Indicative. b. Subjunctive. c. Imperative. Note. </div> </div> </div>
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LESSON XIV.

Properties of the Finite Verb. Tense.

142. **Tense** is that property of the Finite Verb which relates to the time which its affirmation expresses.

143. Time is distinguished as

- a. **Present.**
- b. **Past.**
- c. **Future.**

144. The affirmation of the verb may be expressed,

- (a.) As something incomplete at a certain time (*Absolutely*).
- (b.) As something merely momentary in past time, without reference to the *beginning, continuance or completion* of the action (*Aorist*).
- (c.) As something complete with reference to some other time (*Relatively*).

There are, therefore, three classes of tenses :

- 1. **Absolute.**
- 2. **Aorist.**
- 3. **Relative.**

145. There are three **Absolute** Tenses :

- a. The **Present-Imperfect.**
- b. The **Past-Imperfect.**
- c. The **Future-Imperfect.**

146. The **Present-Imperfect** Tense affirms something as transpiring in present time ; as, *John WRITES* ; *John IS WRITING*.

147. The **Past-Imperfect** Tense affirms something as transpiring in past time ; as, *John WAS WRITING*.

REMARK.—This is the *descriptive* tense of the English language. It also expresses what is *customary* or what continues to take place.

148. The **Future-Imperfect** Tense affirms something as going to transpire ; as, *John WILL WRITE*

149. There is but one **Aorist** tense, viz: **The Past.**

150. The **Past Tense** is the **Preterite** of the verb and expresses simple momentary action in past time, without reference to its *beginning, continuance or termination*; as, *John WROTE.*

REMARK.—This is the *historical* or *narrative* tense of the English language.

151. There are three **Relative Tenses**;

- (a.) The **Present-Perfect.**
- (b.) The **Past-Perfect.**
- (c.) The **Future-Perfect.**

152. The **Present-Perfect** Tense affirms something as completed in present time; as, *I HAVE WRITTEN.*

153. The **Past-Perfect** Tense affirms something as completed prior to some specified past time; as, *I HAD WRITTEN* (before you came).

154. The **Future-Perfect** Tense affirms something that will be completed prior to some specified future time; as, *John WILL HAVE WRITTEN* (before he receives your letter).

Partial Outline. TENSE.

1.	Definition.							
2.	Time.	<ul style="list-style-type: none"> a. b. c. 						
3.	Species.	<table border="0"> <tr> <td>1./' Absolute.</td> <td> <ul style="list-style-type: none"> a. Present-Imperfect. b. Past-Imperfect. c. Future-Imperfect. </td> </tr> <tr> <td>2./' Aorist.</td> <td>Past.</td> </tr> <tr> <td>3./' Relative.</td> <td> <ul style="list-style-type: none"> a. Present-Perfect. b. Past-Perfect. c. Future-Perfect. </td> </tr> </table>	1./' Absolute.	<ul style="list-style-type: none"> a. Present-Imperfect. b. Past-Imperfect. c. Future-Imperfect. 	2./' Aorist.	Past.	3./' Relative.	<ul style="list-style-type: none"> a. Present-Perfect. b. Past-Perfect. c. Future-Perfect.
1./' Absolute.	<ul style="list-style-type: none"> a. Present-Imperfect. b. Past-Imperfect. c. Future-Imperfect. 							
2./' Aorist.	Past.							
3./' Relative.	<ul style="list-style-type: none"> a. Present-Perfect. b. Past-Perfect. c. Future-Perfect. 							

155. Exercise XIII.

Analyze the following sentences, and tell the mode and tense of each verb.

1. Your parents have watched over your helpless infancy, and have conducted you, with many a pang, to an age at which your mind is capable of manly improvement.
 2. Honor and success will probably attend you.
 3. You will have an external source of consolation.
 4. We find man placed in a world where he has, by no means, the disposal of the events that happen.
 5. If he had come in time, I would have accompanied him.
 6. You shall have friends, in proportion to your merit.

LESSON XV.

Forms of the Verb.

156. The Finite Verb has nine *Forms*, viz.:

- (a.) The **Common** Form ; as, *He writes* ; *he wrote*.
 - (b.) The **Emphatic** Form ; as, *He does write* ; *he did write*.
 - (c.) The **Interrogative** Form ; as, Does *he write* ? *Did he write* ?
 - (d.) The **Solemn** Form ; as, *Thou writest* ; *he writeth*.
 - (e.) The **Progressive** Form ; as, *He is writing* ; *he was writing*.
 - (f.) The **Passive** Form ; as, *The letter is written*.
 - (g.) The **Conditional** Form ; as, *If he writes* ; *had he written*.
 - (h.) The **Complex** Form ; as,

<i>He</i>	{	MAY CAN MUST WILL SHALL	{	MIGHT COULD WOULD SHOULD	}	WRITE, HAVE WRITTEN.
-----------	---	-------------------------------------	---	-----------------------------------	---	----------------------

(i.) The **Imperative** Form; as.

- 1st Person. LET *me* WRITE; LET *us* WRITE.
- 2d Person. *John*, WRITE; *Boys*, WRITE.
- 3d Person. LET *him* WRITE; LET *them* WRITE.

157. The **Common** form represents the attribute as transpiring in the ordinary way.

158. The **Emphatic** form expresses *emphasis*.

REMARK.—It is used in the *present-imperfect* and *past* tenses, and is formed by placing the auxiliary **do** before the present infinitive, the sign **to** being omitted.

159. The **Interrogative** form expresses *inquiry*.

REMARK.—The Interrogative form *places* the subject *after* the auxiliary.

160. The **Solemn** form is used in the Scriptures, in poetry, in prayer, and by the Friends.

REMARK.—It is formed by suffixing **st** and **th** as endings of the 2d and 3d persons singular of the **present** and **past** tenses.

161. The **Progressive** form expresses something as continuing to take place.

REMARK.—It is formed by annexing the **present active participle** to the various forms of the verb **to be**.

162. The **Passive** form expresses *passivity*.

REMARK.—It is formed by annexing the **present passive participle** to the various forms of the verb **to be**.

163. The **Conditional** form expresses *contingency* or *a conception of the mind*.

REMARK.—It is formed by using the **present infinitive** without the sign **to** for the **present tense**, and the **first person plural** of the **preterite** for the **past tense** in all the numbers and persons.

164. The **Complex** form expresses *capability, contingency, determination or obligation*.

REMARK.—The complex form employs the auxiliaries *may, might; can, could; must, will, would; shall, should*, with the **infinitive**, the sign **to** being omitted.

165. The **Imperative** form expresses something dependent on the will of the speaker.

REMARK 1.—It is formed by using **let** in the **first** and **third** persons and the **infinitive** without **to** in the **second** person.

REMARK 2.—**Shall**, **will** and **may** (when it expresses permission) are used in **Imperative** sentences, as follows, viz:

1st Person. **Will** or **let**; as, *I WILL go; LET me GO.*

2d Person. The **Infinitive** (**to** omitted), **shall** or **may**; as, *Go; thou SHALT not STEAL; you MAY GO.*

3d Person. **Let**, **shall** or **may**; as, *LET him GO; he SHALL GO; he MAY GO.*

166. Exercise XIV.

Analyze the following sentences, and tell the mode, tense and form of each verb.

1. If I were discoursing of my nation abroad, I would be glad of that merit in my countrymen which now displeases me.

2. What would I have you do? I'll tell you, kinsman: learn to be wise, and practise how to thrive; that would I have you do; and not to spend your coin on every bauble that you fancy.

3. Wake your harp's music!—louder,—higher,
And pour your strains along;
And smite again each quivering wire,
In all the pride of song!

4. Ho, all who labor,—all who strive!
Ye wield a lofty power;
Do with your might, do with your strength.
Fill every golden hour!

LESSON XVI.

Formation of the Principal Parts. Strong Method.

167. **Conjugation** is a method of arranging the several **parts, modes, tenses, forms, numbers** and **persons** of the verb in regular order.

168. Conjugation embraces *three* processes, viz;

- (1.) The formation of the **Principal Parts**, viz: the **Present**, the **Preterite**, and the **Past Participle**.
- (2.) The proper use of **auxiliary** verbs.
- (3.) The formation of all the other parts, &c. of the verb by using the *principal parts*, or by *combining* them with the *auxiliaries*.

REMARK.—The word *preterite* is used to express *past time*, and is the form used for our *aorist tense*.

169. There are *two methods* of forming the preterite and past participle, viz:

1. The **Strong Method**.
2. The **Weak Method**.

170. By the **Strong** process, the *preterite* is formed from the *present-infinitive* by changing the sound of the vowel; and the *past participle* is formed from the *present* or *preterite*, by annexing or suppressing **n** or **en**; as, *see, saw, SEEN*; *bear, BORE, BORNE*.

171. There are three classes of **Strong Verbs**, viz:

Class I. *Form the past participle from the present.*

Class II. *Form the past participle from the preterite.*

Class III. *Use the preterite for the past participle.*

172. **CLASS I.** *Form the past participle from the present by annexing n or en.*

a. *Retain the lengthened sound in the past participle.*

PRESENT.	PAST.	PAST PARTICIPLE.
Blow	blew	blown
Draw	drew	drawn
Eat	ate	eaten

PRESENT.	PAST.	PAST PARTICIPLE.
Fall	fell	fallen
Fly	flew	flown
Forsake	forsook	forsaken
Give	gave	given
Grow	grew	grown
Grave	graved (r)	graven
Know	knew	known
Lade	laded (r)	laden
See	saw	seen
Shake	shook	shaken
Sit	sat	sat, sitten (obsolete)
Slay	slew	slain
Shape	shaped (r)	shapen
Spit	spat	spit, spitten (obsolete)
Take	took	taken
Throw	threw	thrown

b. Shorten the vowel sound in the past participle.

Bid	bade	bidden
Bite	bit	bitten
Be	was	been
Chide	chid	chidden
Drive	drove	driven
Ride	rode	ridden
Rise	rose	risen
Shrive	shrove	shriven
Slide	slid	slidden
Smite	smote	smitten
Stride	strode	stridden
Strike	struck	stricken
Strive	strove	striven
Thrive	throve	thriven
Write	wrote	written

c. Drop **n** or **en** in the Past Participle.

Become	became	become (n)
Come	came	come (n)

Class II. Form the past participle from the preterite.

PRESENT.	PRETERITE.	PAST PARTICIPLE.
Bear	bare (s) bore (p)	borne
Break	brake (s) broke (p)	broken

PRESENT.	PRETERITE.	PAST PARTICIPLE.
Choose	chose	chosen
Cleave	clave (s) clove	cloven
Forget	forgot	forgotten
Freeze	froze	frozen
Get	gat (s) got (p)	gotten
Lie (v. i.)	lay	lain
Shear	(shore) sheared (r)	shorn
Speak	spake (s) spoke (p)	spoken
Steal	stole	stolen
Seethe	sod	sodden
Swear	sware (s) swore (p)	sworn
Swell	swelled (r)	swollen
Tear	tore	torn
Tread	trod	trodden
Weave	wove	woven
Wear	wore	worn

Class III. Use the preterite for the past participle.

a. The preterite differs from the present.

PRESENT.	PRETERITE.	PAST PARTICIPLE.
Abide	abode	abode
Begin	began (s) begun (p)	begun
Bind	bound	bound
Cling	clung	clung
Dig	dug	dug
Drink	drank (s) drunk (p)	drunk
Find	found	found
Fling	flang (s) flung	flung
Go	went	gone
Grind	ground	ground
Hang	hung	hung
Hold	held	held
Ring	rang (s) rung	rung
Sing	sang (s) sung	sung
Sink	sank (s) sunk	sunk
Shine	shone	shone
Shrink	shrank	shrunk
Sling	slung	slung
Slink	slunk	slunk

PRESENT.	PRETERITE.	PAST PARTICIPLE.
Spin	spun	spun
Spring	sprang (s) sprung	sprung
Stand	stood	stood
Stave	stove	stove
Sting	stung	stung
Stick	stuck	stuck
Stink	stank (s) stunk	stunk
String	strung	strung
Swing	swung	swung
Swim	swam (s) swum	swum
Wind	wound	wound
Win	won	won
Wring	wrong	wrong

b. *The principal parts are alike.*

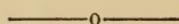
Beat	beat	beat
Burst	burst	burst
Let	let	let
Put	put	put
Run	ran (s) run	run
Set	set	set

I.' Processes.	1.
	2.
	3. Remark.
II.' Methods.	1. Strong.
	2. Weak.
III.' Strong Verbs.	Class I. $\left\{ \begin{array}{l} a. \\ b. \\ c. \end{array} \right.$
	Class II.
	Class III. $\left\{ \begin{array}{l} a. \\ b. \end{array} \right.$

173. Exercise XV.

Analyze the following sentences, and give the principal parts of each verb.

1. I bade him write his copy.
2. The dog, which the boy was driving, bit him.
3. Come and choose which you will have.
4. The river, swollen by the recent rains, swept impetuously on.
5. I forgot to lay the book on the table.
6. Fancy weaves a web of folly.
7. He cleaved to a rock cloven by the frost.
8. The ills of life should be patiently borne.
9. Sit down and rest.
Even here I will put off my hope, and keep it
No longer for my flatterer; he is drown'd
Whom thus we stray to find, and the sea mocks
Our frustrate search on land. Well, let him go.
10. What! Shall these papers lie like tell-tales here?
If thou respect them, best to take them up.
Nay, I was taken up for laying them down.



LESSON XVII.

Formation of the Principal Parts. Weak Method.

174. **Weak Verbs** are those which form the *preterite* and *past participle* by annexing **t**, **d**, **ed**, or the syllable **ed** to the *present*, the stem-vowel being sometimes shortened or changed.

REMARK 1. By *stem-vowel* is meant the vowel in the principal part of the verb ;as, *Loose, lost, forget, forgotten*.

REMARK 2.—The elementary sounds of the English language are as follows, viz:

			Labials.	Dentals.	Palatals.	Gutturals.
I.	Vocals.		ö oo ö u o oo	ē ī ē i ē u a	ū ē a o	ä a //
II.	Subvocals.		w	y		
III.	Aspirates.		b	d	j	g
	1. Simple.		v	th s z	zh, "si, "ti	
	2. Compound.	a. Open. b. Close.	m	l	r	
	3. Coalescents.		n		ng, n	
	1. Abrupts.		wh		h	
	2. Continuants.		p	t	ch	k
	3. Linguals.		f, ph	s, c	ch, sh, "ce, ci, "te, "ti	e
	4. Nasals.					/

REMARK 3.—The *organs of speech* consist of

- (a.) The **Respiratory Organs**, viz: The windpipe, the bronchial tubes, the lungs, the diaphragm, and the abdominal, costal and intercostal muscles.
- (b.) The **Vocal Organs**, viz: The vocal chords.
- (c.) The **Articulatory Organs**, viz: The lips, the teeth, the roof of the mouth, the tongue, the uvula, the cavities of the nose, and the larynx with its cartilages and muscles. Sounds **modified** by or **obstructed** at the *lips* are called **LABIALS**; by the *teeth*, **DENTALS**; by the *hard palate or roof of the mouth*, **PALATALS**; by the *soft palate or uvula*, **GUTTURALS**; by the *tongue*, **LINGUALS**, and by the *nose*, **NASALS**.

REMARK 4.—The t-sounds are **t**, **ed** and **d**.

175. Rules for forming the Preterite and Participles.

1. For forming the present participle.

- a. If the present ends in silent **e**, preceded by the vowel **i** or by a consonant, change **i** into **y**, elide the **e** and suffix **ing**; as *Give, giving; abide, abiding; die, dying; vie, vying; tie, tying; lie, lying.*

REMARK.—The **e** is retained in **DYEING**, **SINGEING** and **SWINGEING** to distinguish them from **DYING**, **SINGING** and **SWINGING**.

- b. If the present ends in a single consonant preceded by a short vowel, or in a polysyllable accented on the ultimate, double the final consonant and suffix **ing**; as, *Run, running; forget, forgetting.*

2. For forming the preterite and past participle.

- a. If the present ends in a *vocal* or *subvocal*, the sound of **d** must be added; as, *Accuse* (pro. *accuze*), **accused**.
- b. If the present ends in an *aspirate*, the sound of **t** must be added; as, *Creep, crept; sleep, slept.*
- c. If the present ends in a vowel other than **e**, in a doubled consonant, or in an aspirate other than **d** or **t**, **ed** is annexed, but it forms no additional syllable; as, *Cry, cried; toss, tossed; slip, slipped.*

REMARK 1.—After an *aspirate*, **ed** is pronounced like **t**.

REMARK 2. Verbs derived from the French and Latin form their preterite and past participle by annexing the syllable **ed**; as, *Add, added.*

176. There are three classes of Weak Verbs, viz:

Class I. PRESERVE the stem-vowel.

Class II. SHORTEN the stem-vowel.

Class III. CHANGE the stem-vowel.

177. **Class I.** PRESERVE the stem-vowel.

a. Add the sound of **d** or **t** in the preterite and past participle; as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Accuse	accused	Expel	expelled
Betray	betrayed	Live	lived
Cry	cried	Slip	slipped
Dip	dipped	Toss	tossed

REMARK.—To this species belongs a large number of English verbs.

b. Add the syllable **ed**; as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Add	added	Insult	insulted
Invite	invited	Obstruct	obstructed
Instruct	instructed	Waste	wasted

REMARK.—This species of verbs is derived from the *Latin* and *French*.

c. Simply change **d** into **t**, the stem-vowel being short; as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Bend	bent	Gild	gilt
Blend	blent	Gird	girt, &c.

d. Retain the **t** since they end in **t**, and their stem-vowel is short; as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Cast	cast	Hit	hit
Cost	cost	Hurt	hurt
Cut	cut	Knit	knit

178. **Class II.** SHORTEN the stem-vowel.

a. Long e in **me** becomes **e** in **met**; as,

PRESENT.	PRET. & P. P.	PRESENT	PRET. & P. P.
Creep	crept	Feel	felt
Deal	dealt	Kneel	knelt
Eat	eat (ēt)	Flee	fled, &c.

b. Long slender o changed into o (short); as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Lose	lost	Shoe	shod

c. Vowel shortened and v changed into f; as,

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Bereave	bereft	Leave	left
Cleave	cleft		

179. **Class III.** CHANGE the stem-vowel.

a. Drop one l in the Preterite and Past Participle.

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Sell	sold	Tell	told
Shall	should	Will	would

b. Change both the vowel and the final consonant of the stem.

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Beseech	besought	Owe	ought
Bring	brought	Seek	sought
Buy	bought	Teach	taught
Can	could	Think	thought
Catch	caught	Work	wrought, worked

c. Preserve the stem-vowel but change final consonant.

PRESENT.	PRET. & P. P.	PRESENT.	PRET. & P. P.
Make	made		quoth
Have	had	Wis	wist and wot
Must		Worth	

180. Exercise XVI.

Analyze the following sentences, and give the principal parts of each verb, and tell to what class it belongs.

1. I am not prepared to answer.
2. We must study, if we wish to improve.
3. James thinks that his friends are learned.
4. The scales were turned, and the enemy were routed.
5. The rook's nest was destroyed.

I' Remarks.	1.	
	2.	
	3. { a. b. c.	
	4.	
II.' Rules.	1. { a. Remark. b.	
	2. { a. b.	
	c. Remarks. { 1. 2.	
	d.	
III.' Classes.	I. { a. b. c. d.	
	II. { a. b. c.	
	III. { a. b. c.	

LESSON XVIII.

Auxiliary Verbs.

181. An **Auxiliary** verb is one by the aid of which another verb is conjugated.

182. The auxiliary verbs are **do**, **be**, **have**, **shall**, **will**, **may**, **can**, **must** and **let**.

REMARK 1.—*Do*, *be* and *have* are sometimes used as principal verbs, and also as **Pro-verbs**; as, *Did you tell him? I did*.

REMARK 2.—The verbs *bid*, *dare*, *feel*, *find*, *hear*, *help*, *make*, *need*, *please*, *see* and its equivalents, are frequently used with other verbs, in which case **to** is omitted; as, *The people kept perishing. Bid him come*.

183. **Do** (Sax. DON, *to do*) is used in the Present Indicative and Imperative, and the Past Indicative to express emphasis. In interrogative sentences, it denotes INQUIRY; as, *I DO write; DO come; he DID come; DID he come?*

184. **Be** (Sax. BEON, *to be fixed, to exist*) is used to join an attribute to the subject, so as to affirm its inherence in the object represented by the subject; as, *John IS good*. It is also used to predicate existence; as, *There IS a God*, and to form the Progressive and Passive Forms.

185. **Have** (Sax. HABBAN, *to possess*) is used to form the Perfect Tenses, as though an action were not complete until entirely possessed by its subject; as, *I HAVE written*.

186. **Shall** (Sax. SCEALAN, *to be obliged*) is used to express the determination of another than its subject with respect to a personal agent; as, *Thou SHALT not steal*.

REMARK.—*Shall* expresses the determination of the speaker.

187. **Will** (Sax. WILLAN, *to determine*) expresses the determination of the subject himself; as, *I WILL not do it*.

REMARK 1.—**Shall** is used in the *first person*, and **will** in the *second* and *third persons*, to form the future tense.

REMARK 2.—In interrogative sentences, **SHALL**, when emphatic, expresses perplexity; as, *What SHALL we do?*

REMARK 3.—**WILL** in the *first person* and **SHALL** in the *second* and *third persons*, express something dependent on the mind of the speaker, and hence are used to form the *Complex form* of the verb and to express the *imperative mode*.

188. **May**, **can** and **must** express power, but power emanating from different sources; as *I may come*; *you can write*; *he must die*.

189. **May** (Sax. MAGAN, *to be strong*) denotes a capability depending on the will of the speaker. It expresses

1. Permission (*imperative use*); as, *You may go*.
2. Something conceived of as possible, or a wish (*subjunctive use*); as, *He may* (so I think) *come*; *May you ever prosper!*

190. **Can** (Sax. CUNNAN, *to know, to have power within one's self*) expresses something as a capability inhering in the subject; as, *He can write*; *they can swim*.

REMARK.—**Can** is used interrogatively, to proffer a thing politely; as, *Can I sell you anything to-day?*

191. **Must** (Sax. MOTAN, *to be able, to be impelled by the nature of things*) denotes an impelling depending on the nature, constitution or fitness of things; as, *You must study, if you would improve*; *we must all die*; *he must be checked*.

192. Exercise XVII.

Analyze the following sentences; select the auxiliary verbs, and tell what they express.

1. He ought to have come yesterday.
2. John would have written, had he known your post-office.
3. William might have known that I could not come.
4. In this sign, you shall conquer.
5. Let me die the death of the righteous.

Partial Outline.

No. 15.

2d Process.

Auxiliaries.

Remarks 1 and 2.

Do, be, have.	}	Remarks	1. 2. 3.
Shall. Remark.			
Will.			
May.			
Can. Remark.			
Must.			

LESSON XIX.

Formation from the Principal Parts.

193. The **Principal Parts** from which are formed the *Modes, Tenses, Forms, Persons* and *Numbers* of the verb, either by *inflectional* changes or by combining them with proper *auxiliaries*, are the following, viz.:

1. The **Present Infinitive**; as, *To write*.
2. The **Preterite**; as, *I wrote*.
3. The **Past Participle**; as, *I have written*.
4. The **Present Active Participle**; as, *I am writing*.
5. The **Present Passive Participle**; as, *It is written*.

REMARK.—The Present Passive Participle is identical in *form* with the Past Participle, but differs from it in *signification*.

194. (I.)—*From the Present Infinitive are formed*

1. PRESENT INDICATIVE

- a. Common Form; as, *John writes*.
- b. Emphatic Form; as, *John does write*.
- c. Interrogative Form; as, *Does John write?*
- d. Solemn Form; as, *He writeth*.

2. PRESENT SUBJUNCTIVE OR IMPERATIVE.

- a. Conditional Form: as, *If John write*.

b. Complex Form; as, *He* { *may*
 can
 must
 shall
 will } *write*.

- c. Imperative Form; as, *Let him write*: *Write*.

3. PAST INDICATIVE.

- a. (Past) Emphatic Form; as, *John did write*.

4. PAST SUBJUNCTIVE.

a. (Past) Complex Form; as, *John* { *might*
 could
 would
 should } *write*.

5. FUTURE INDICATIVE.

- a. Common Form; as, *John will write*.

195. (II.)—*From the Preterite are formed*

1. PAST INDICATIVE.

- a. Common Form; as, *John wrote*.

2. PAST SUBJUNCTIVE.

a. (Common) Conditional Form; as, *If John wrote.*

196. (III.)—*From the Past Participle are derived*

1. ALL THE PERFECT TENSES.

REMARK.—These tenses are formed by annexing the *Past Participle* of any verb to the *Absolute Tenses* of the verb **have**.

197. IV.—*From the Present Active Participle is formed*1. *The PROGRESSIVE FORM of the verb.*

REMARK.—The Progressive Form of the verb is formed by annexing the *Present Active Participle* to the verb **to be** in all its **modes, tenses, forms, &c.**

198. V.—*From the Present Passive Participle is formed*1. *The Passive Form of the verb.*

REMARK.—The **Passive Form** of the Verb is formed by annexing the *Present Passive Participle* to the verb **to be** in all its **modes, tenses, forms, &c.**

I. Principal Parts.	1.	Remark.
	2.	
	3.	
	4.	
	5.	
II. Formation from the Principal Parts.	1. a, b, c, d.	
	2. a, b, c.	
	3. a.	
	4. a.	
	5. a.	
II.'	1. a.	
	2. a.	
III.'	1. Remark.	
	IV. 1. Remark.	
V.'	1. Remark.	

199. Exercise XVIII.

Analyze the following sentences; select the verbs, and tell from what, and how they are formed.

1. O, Thou my voice inspire
Who touched Isaiah's hallowed lips with fire.
2. It could not have been known.
3. 'Tis wisdom to beware,
And better to avoid the bait than struggle in the snare.
4. If angels fell, why should not men beware?
5. Shall we submit to chains and slavery?
6. Delightful task, to rear the tender thought,
To teach the young idea how to shoot!

—o—

LESSON XX.

200. Conjugation of Have and the other Auxiliaries.

REMARK.—No verb can be conjugated without using the Absolute Tenses of the auxiliary **Have** to form its Perfect Tenses.

INFINITE PARTS.

Infinitives.

Participles.

Present.

Common Form, **To have.** Present-Active, **Having.**

Progressive Form, **To be having.**

Perfect.

Common Form, **To have had.** Perfect, **Having had.**

Progressive Form, **To have been having.** Past, **Had.**

Imperatives.

Common Form.

Emphatic Form.

SINGULAR.

PLURAL.

SINGULAR.

PLURAL.

1st P. Let me have. Let us have. Do let me have. Do let us have.

2d P. John, have. Boys, have. John, do have. Boys, do have.

3d P. Let him have. Let them have. Do let him have. Do let them have.

FINITE PARTS. ABSOLUTE TENSES.**Present-Imperfect Tense.****Indicative Mode.**

Person and Number.	Subject.	Common Form.	Emphatic Form.	Interro- gative Form.	Solemn Form.	Pro- gressive Form.	Passive Form.
1 s. <i>I</i>		have	do have		have	am	
2 s. <i>Thou</i>		hast	dost have		hast	art	
3 s. <i>He, she, it, or John</i>		has	does have		hath	is	
1 p. <i>We, you and I, or John and I</i>		have	do have		have	are	
2 p. <i>Ye or you, or John and you</i>		have	do have		have	are	
3 p. <i>They, or John and Mary</i>		have	do have		have	are	

Same as the Emphatic form with the subject after auxiliary.
Having.
No Passive Form.

Subjunctive or Imperative Mode.

	Conditional Form.	Complex Form.
1 s. <i>I</i>	(If) have	may, can, must or will
2 s. <i>Thou</i>	(If) have	mayst, canst, must or shalt
3 s. <i>He, she, it, or John</i>	(If) have	may, can, must or shall
1 p. <i>We, you and I, or John and I</i>	(If) have	may, can, must or will
2 p. <i>Ye or you, or John and you</i>	(If) have	may, can, must or shall
3 p. <i>They, or John and Mary</i>	(If) have	may, can, must or shall

Having.

Past-Imperfect Tense.**Indicative Mode.**

	Common Form.	Emphatic Form.	Interro- gative Form.	Progressive Form.
1 s. <i>I</i>	had	did have		
2 s. <i>Thou</i>		hadst didst have		
3 s. <i>He, she, it, or John</i>	had	did have		
1 p. <i>We, you and I, or John and I</i>	had	did have		
2 p. <i>Ye or you, or John and you</i>	had	did have		
3 p. <i>They, or John and Mary</i>	had	did have		

Having.
was
wast
was
were
were
were

Subjunctive Mode.

	Conditional Form.	Complex Form.
1 s. <i>I</i>	(If) had	might, could, would or should have.
2 s. <i>Thou</i>	(If) had	might'st, could'st, would'st or should'st have.
3 s. <i>He, she, it, or John</i>	(If) had	might, could, would or should have.
1 p. <i>We, you and I, or John and I</i>	(If) had	might, could, would or should have.
2 p. <i>Ye or you, or John and you</i>	(If) had	might, could, would or should have.
3 p. <i>They, or John and Mary</i>	(If) had	might, could, would or should have.

Future-Imperfect Tense.**Indicative Mode.**

		Common Form.	Interrogative Form.	Progressive Form.	Passive Form.	
1 s.	<i>I</i>	shall have			shall be	
2 s.	<i>Thou</i>	wilt have			wilt be	
3 s.	<i>He, she, it, or John</i>	will have			will be	
1 p.	<i>We, you and I, or John and I</i>	shall have			shall be	
2 p.	<i>Ye or you, or John and you</i>	will have			will be	
3 p.	<i>They, or John and Mary</i>	will have	Put subject after the auxiliary.		will be	having. No Passive Form.

RELATIVE TENSES.**Present-Perfect Tense.****Indicative Mode.**

		Common Form.	Interrogative Form.	Progressive Form.	Passive Form.	
1 s.	<i>I</i>	have had			have been	
2 s.	<i>Thou</i>	hast had			hast been	
3 s.	<i>He, she, it, or John</i>	has had			has been	
1 p.	<i>We, you and I, or John and I</i>	have had			have been	
2 p.	<i>Ye or you, or John and you</i>	have had			have been	
3 p.	<i>They, or John and Mary</i>	have had	Put subject after the auxiliary.		have been	having. No Passive Form.

Subjunctive Mode.

		Conditional Form.	Complex Form.	
1 s.	<i>I</i>	(If) have had	may, can or must	
2 s.	<i>Thou</i>	(If) have had	mayst canst or must	
3 s.	<i>He, she, it, or John</i>	(If) have had	may, can or must	
1 p.	<i>We, you and I, or John and I</i>	(If) have had	may, can or must	
2 p.	<i>Ye or you, or John and you</i>	(If) have had	may, can or must	
3 p.	<i>They, or John and Mary</i>	(If) have had	may, can or must	have had.

Past-Perfect Tense.**Indicative Mode.**

		Common Form.	Progressive Form.	
1 s.	<i>I</i>	had had	had been	
2 s.	<i>Thou</i>	hadst had	hadst been	
3 s.	<i>He, she, it, or John</i>	had had	had been	
1 p.	<i>We, you and I, or John and I</i>	had had	had been	
2 p.	<i>Ye or you, or John and you</i>	had had	had been	
3 p.	<i>They, or John and Mary</i>	had had	had been	having.

Subjunctive Mode.

	Conditional Form.	Complex Form.	} have had.
1 s. <i>I</i>	had (I) had	might, could, would, should	
2 s. <i>Thou</i>	hadst—had	mightst, couldst, wouldst, shouldst	
3 s. <i>He, she, it, or John</i>	had—had	might, could, would, should	
1 p. <i>We, you and I, or John and I</i>	had—had	might, could, would, should	
2 p. <i>Ye, or you, or John and you</i>	had—had	might, could, would, should	
3 p. <i>They, or John and Mary</i>	had—had	might, could, would, should	

Future-Perfect Tense.**Indicative Mode.**

Common Form. Progressive Form.

1 s. <i>I</i>	shall have had	shall have been	} having.
2 s. <i>Thou</i>	wilt have had	wilt have been	
3 s. <i>He, she, it or John</i>	will have had	will have been	
1 p. <i>We, you and I, or John and I</i>	shall have had	shall have been	
2 p. <i>Ye or you, or John and you</i>	will have had	will have been	
3 p. <i>They, or John and Mary</i>	will have had	will have been	

REMARK 1.—"The tenses of the *Subjunctive Mode*," says Kerl, "move forward in time." Hence the present subjunctive expresses future time; the past subjunctive, present time, and the past-perfect subjunctive, time just elapsed.

REMARK 2.—The *compulsory future* is expressed by placing the present tense of the verb *to be* before the present infinitive; as, *I AM to go*. The *proximate future* is expressed by placing the present tense of the progressive form of the verb *to go* before the infinitive; as, *I am going to write*. The *proximate past* is formed by using *just* with the present-perfect tense; as, *I have JUST arrived*.

LESSON XXI.

201. Conjugation of the verb to be.

INFINITE PARTS.

Infinitives.

Participles.

*Present.*Common Form, **To be.**Present-Active, **Being.***Perfect.*Common Form, **To have been.**Perfect, **Having been.**Past, **Been.**

Imperatives.

Common Form.

Emphatic Form.

SINGULAR.

PLURAL.

SINGULAR.

PLURAL.

1st P.	Let me be.	Let us be.	Do let me be.	Do let us be.
2d P.	John, be.	Boys, be.	John, do be.	Boys, do be.
3d P.	Let him be.	Let them be.	Do let him be.	Do let them be.

FINITE PARTS.

Indicative Mode.

Absolute Tenses.

Number and Person.	Subject.	Present Imperfect Tense.	Past Imperfect Tense.	Future Imperfect Tense.
1 s.	<i>I</i>	am	was	shall be
2 s.	<i>Thou</i>	art	wast	wilt be
3 s.	<i>He, she, it, or John</i>	is	was	will be
1 p.	<i>We, you and I, or John and I</i>	are	were	shall be
2 p.	<i>Ye, or you, or John and you</i>	are	were	will be
3 p.	<i>They, or John and Mary</i>	are	were	will be

Relative Tenses.

	Present-Perfect Tense.	Past-Perfect Tense.	Future-Perfect Tense.
1 s. <i>I</i>	have been	had been	shall have been
2 s. <i>Thou</i>	hast been	hadst been	wilt have been
3 s. <i>He, she, it, or John</i>	has been	had been	will have been
1 p. <i>We, you and I, or John and I</i>	have been	had been	shall have been
2 p. <i>Ye, or you, or John and you</i>	have been	had been	will have been
3 p. <i>They, or John and Mary,</i>	have been	had been	will have been

Subjunctive or Imperative Mode.**Absolute Tenses.****Present-Imperfect Tense.**

	Conditional Form.	Complex Form.
1 s. <i>I</i>	(If) be	may, can, must or will be
2 s. <i>Thou</i>	(If) be	mayst, canst, must or shalt be
3 s. <i>He, she, it, or John</i>	(If) be	may, can, must or shall be
1 p. <i>We, or you and I, or John and I</i>	(If) be	may, can, must or will be
2 p. <i>Ye, or you, or John and you</i>	(If) be	may, can, must or shall be
3 p. <i>They, or John and Mary</i>	(If) be	may, can, must or shall be

Past-Imperfect Tense.

1 s. <i>I</i>	(If) were	might, could, would or should be
2 s. <i>Thou</i>	(If) wert	mightst, couldst, wouldst or shouldst be
3 s. <i>He, she, it, or John</i>	(If) were	might, could, would or should be
1 p. <i>We, or you and I, or John and I</i>	(If) were	might, could, would or should be
2 p. <i>Ye, or you, or John and you</i>	(If) were	might, could, would or should be
3 p. <i>They, or John and Mary</i>	(If) were	might, could, would or should be

Relative Tenses.**Present-Perfect Tense.**

	Complex Form.
1 s. <i>I</i>	may, can, must or will have been
2 s. <i>Thou</i>	mayst, canst, must or shalt have been
3 s. <i>He, she, it, or John</i>	may, can, must or shall have been
1 p. <i>We, or you and I, or John and I</i>	may, can, must or will have been
2 p. <i>Ye, or you, or John and you</i>	may, can, must or shall have been
3 p. <i>They, or John and Mary</i>	may, can, must or shall have been

Past-Perfect Tense.

	Complex Form.
1 s. <i>I</i>	might, could, would or should have been
2 s. <i>Thou</i>	mightst, couldst, wouldst or shouldst have been
3 s. <i>He, she, it, or John</i>	might, could, would or should have been
1 p. <i>We, or you and I, or John and I</i>	might, could, would or should have been
2 p. <i>Ye, or you, or John and you</i>	might, could, would or should have been
3 p. <i>They, or John and Mary</i>	might, could, would or should have been

202. Rules for conjugating any verb :

1. Find its Principal Parts.
2. Apply carefully the principles and forms of Lessons XIX and XX.

203. Conjugate the following verbs, viz:

Amaze	drive	lay	sink
Brake	follow	march	teach
Catch	kindle	rise	think

204. Exercise XIX.

Analyze the following sentences and tell the mode, tense, form, number and person of each verb.

1. Moses was God's first pen.
2. If I was deceived, I did not know it.
3. O had I the wings of a dove.
4. If it were done, when it is done t'were well
If it were done quickly.
5. Were half the wealth bestowed on camps and courts
Given to redeem the human mind from error,
There were no need of arsenals and forts.
6. Whoever comes this way, behold and tremble.
7. The child may have fallen into the well.
8. He might have done it.
9. Thou shalt love thy neighbor as thyself.
10. Beware of the day when the Lowlands shall meet thee.

LESSON XXII.

Classification of Adverbs.

206. An **Adverb** is a word which expresses *place, time, cause, manner or degree.*

207. There are five species of Adverbs, viz :

I. Adverbs of Place.

- a. Position ; as, *Here, there, yonder, etc.*
- b. Direction ; as, *Hither, thither, upwards, downwards, etc.*
- c. Origin ; as, *Hence, thence, whence, etc.*
- d. Order; as, *Firstly, secondly, finally, etc.*
- e. Place Indefinite ; as, *Elsewhere, somewhere, etc.*

II. Adverbs of Time.

1. A POINT.

- a. Simultaneous ; as, *Then, meanwhile, etc.*
- b. Antecedent; as, *Before, beforehand, erewhile, etc.*
- c. Subsequent; as, *After, afterwards, etc.*

2. A PERIOD.

- a. Absolutely; as, *Always, continually, etc.*
- b. Indefinitely ; as, *Ever, long, etc.*

3. FREQUENCY.

- a. Customarily ; as, *Generally, regularly, etc.*
- b. Definitely ; as, *Once, twice, thrice, etc.*
- c. Indefinitely ; as, *Betimes, often, sometimes, etc.*

III. Adverbs of Cause ; as, *Why, wherefore, etc.***IV. Adverbs of Manner.**

- a. Quality ; as, *Bravely, cleverly, dearly, etc.*
- b. Quantity ; as, *Enough, little, much, etc.*
- c. Modality :
 - a. Affirmation ; as, *Yea, yes, verily, etc.*
 - β. Negation ; as, *No, nay, not, etc,*
 - γ. Uncertainty, as, *Likely, probably, etc.*

V. Degree ; as, *More, somewhat, so, very, etc.*

209. Adverbs, like some adjectives, are compared by prefixing MORE or LESS for the *Comparative*, and MOST or LEAST for the *Superlative*; as, *Early*, MORE or LESS *early*, MOST or LEAST *early*.

REMARK.—The adjective *EARLY* is compared as follows: *early*, *earlier*, *earliest*.

210. Prepositions intimately connected with verbs and having no noun or pronoun depending upon them, are generally regarded as *adverbs*; as, *He walks ABOUT*, *he fell DOWN*. But as they really change the meaning of the verb, they form an *essential part* of it, and should be treated as *separable particles*, not as *modifiers*. In the sentence *he walks ABOUT*, *walks* no longer expresses the mode of progression, but is so modified by *about* as to mean something quite different. So, too, with *he LAUGHS AT me*, *laughs at* being equivalent to *derides*.

NOTE.—There is a correlation among certain adverbs, one answering to another, viz:

	<i>Interrogative.</i>	<i>Indefinite.</i>	<i>Demonstrative.</i>	<i>Indirect.</i>
<i>Place</i>	{ Where? Whither? Whence?	Somewhere. Anywhither. Anywhere.	Here or there. Hither or thither. Hence or thence.	Where. Whither. Whence.
<i>Time</i>	When?		Then.	When.
<i>Cause</i>	{ Why? Wherefore?		Therefore.	Wherefore.
<i>Manner</i>	How?	Somehow.	So or thus.	How.

211. Exercise XX.

Analyze the following sentences, select the adverbs, and tell to what species they belong.

1. Never before did I see her look so pale.
2. I have been too idle heretofore; but henceforth I will study more diligently.
3. The hall was brilliantly illuminated and densely crowded.
4. Climb not too high, lest thy fall be the greater.
5. Deliberate slowly, execute promptly.
6. Fair and softly go far in a day.
7. Patience is a flower that grows not everywhere.
8. The plowman slowly plods his homeward way.

LESSON XXIII.

Classification of Prepositions.

212. A **Preposition** is a connective which joins words representing related things ; as, *John went TO town.*

213. The preposition with its complement forms what is called a *Phrase*, or *Element of the second class.*

214. There are three kinds of Phrases, viz:

- I. **Substantive Phrases.**
- II. **Adjective Phrases.**
- III. **Adverbial Phrases.**

215. A **Substantive Phrase** is used either

1. As the Subject; as, *ABOUT TWENTY were killed.*
2. As an Attribute; as, *Henry is IN A FEVER.*
3. As a Complement; as, *He gave me a dollar FOR IT.*

REMARK.—There are no prepositions used especially to form Substantive Phrases.

216. An **Adjective Phrase** is used as an Adjective Element of the second class.

217. The following prepositions, when they connect nouns or pronouns, are used to form Adjective Phrases :

1. *Quality*, viz: **Of** with an abstract noun.
2. *Place or Time*, viz: **About, among, around, at, between, in, on, under.**
3. *Cause or Source*, viz: **Of, from, through.**
4. *Possession or Property*, viz: **Of.**
5. *Approximation*, viz: **At, by, on.**
6. *Tendency or Fitness*, viz: **To, unto, (to and for with adjectives.)**
7. *Exclusion*, viz: **Besides, but, except, some, unless, without.**
8. *Resemblance*, viz: **After.**

NOTE.—**Than** is used as a preposition when a Comparative enters the sentence; as, *Than whom, Satan except, none higher sat.*

218. An **Adverbial Phrase** is used as an Adverbial Element of the second class.

219. The following prepositions, when they connect nouns or pronouns to verbs or participles, are used to form Adverbial Phrases:

1. Phrases of Place.

a. *Position*, viz: **About**, **above**, **across**, **after**, **against**, **amid**, **at**, **before**, **behind**, **below**, **beneath**, **beside**, **between**, **betwixt**, **down**, **in**, **off**, **on**, **over**, **out-of**, **past**, **through**, **throughout**, **under**, **underneath**, **up**, **upon**, **within**, **without**.

b. *Direction*.

a. *Vertical*, viz: **Down**, **up**.

β . *Circular*, viz: **About**, **around**, **round**.

γ . *Horizontal*, viz: **Along**, **at**, **athwart**, **into**, **to**, **towards**.

δ . *Oblique*, viz: **Across**, **upon** (motion).

c. *Origin*, viz: **From**, **of**, **out-of**, **off**.

NOTE.—**From**, with an adverb or another preposition, denotes origin indefinitely; as, *Drive the dog from under the table*.

2. Phrases of Time.

a. *A Point*.

a. *Simultaneous*, viz: **At**, **by**, **in**, **on**, **within**.

β . *Antecedent*, viz: **Before**, **ere**, **towards**.

γ . *Subsequent*, viz: **After**, **past**.

b. *A Period*.

a. *Duration*, viz: **During**, **for**, **through**, **throughout**.

β . *Commencement*, viz: **From**, **since**.

γ . *Termination*, viz: **Till**, **until**, **within**.

c. *Frequency*.

a. *Instantaneous*, viz: **For**.

β . *Customary*, viz: **On**; as, *On Mondays*.

3. Phrases of Cause.

a. *Reason*, viz: **For**.

b. *Source*, viz: **By**, **concerning**, **from**, **of**, **off**.

c. *End*, viz: **For**, **to**, **unto**.

d. *Instrumentality*, viz: **Through**, **with**.

4. Phrases of Manner.

- a. *Quality.*
 - a. *Accompaniment*, viz: **Among, along with, beside, with.**
 - β. *Agency*, viz: **By.**
 - γ. *Resemblance*, viz: **After, like.**
 - δ. *How a thing is done*, viz: **With.**

- b. *Quantity.*
 - a.' *Absolutely.*
 - a. *Measure of Magnitude*; as, *He is six feet high.*
 - β. *Measure of Excess*; as, *John is taller than George.*
 - b.' *Relatively.*
 - a. *Equality*, viz: **for; enough or sufficiently for; so-as.**
 - β. *Inequality.*
 - a.' *Excess*, viz: **too—for**; Infinitive.
 - β.' *Defect*, viz: **more-than; less-than**; Infinitive.

220. Exercise XXI.

Analyze the following sentences, select the phrases, and tell what relation they express.

- 1 The boy stood on the burning deck,
Whence all but him had fled;
The light that lit the vessel's wreck
Shone round him o'er the dead.

- 2 Which when Beëlzebub perceived, than whom,
Satan except, none higher sat, with grave
Aspect he rose, and in his rising seem'd
A pillar of state.

3. In the meantime, speaking in the name of the whole people of the United States, and at a loss only for language to give utterance to that feeling of attachment, with which the heart of the nation beats as the heart of one man,—I bid you a reluctant but affectionate farewell.

Outline No. 17. PREPOSITIONS.

I. Substantive. No particular prepositions.

II. Adjective.

- a. Quality.
- b. Place or time.
- c. Cause.
- d. Possession.
- e. Approximation.
- f. Tendency.
- g. Exclusion.
- h. Resemblance.

1. Place.

- a. Position.

b. Direction. {
 α. Vertical.
 β. Circular.
 γ. Horizontal.
 δ. Oblique.

- c. Origin.

a. Point {
 α. Simultaneous.
 β. Antecedent.
 γ. Subsequent.

2. Time.

b. Period. {
 α. Duration.
 β. Commencement.
 γ. Termination.

c. Frequency {
 α. Instantaneous.
 β. Customary.

3. Cause.

- a. Reason.
- b. Source.
- c. End.
- d. Instrumentality.

4. Manner.

a. Quality. {
 α. Accompaniment.
 β. Agency.
 γ. Resemblance.
 δ. Manner.

b. Quantity. {
 α.' Absolutely {
 α. Measure.
 β. Excess.
 β.' Relatively {
 α. Equality.
 β. Inequality.

LESSON XXIV.

Classification of Conjunctions.

221. A **Conjunction** is a word which connects words representing related *thoughts, sentiments or volitions*.

222. There are two classes of Conjunctions :

1. **Coördinate.**
2. **Subordinate.**

223. There are three kinds of Coördinate conjunctions, viz :

- a. *Copulative*, viz: **And; both—and; as well as; not only—but, but also, but likewise.**
- b. *Adversative*, viz: **But; indeed—but; now—then; on the one hand—on the other hand.**
- c. *Alternative*, viz: **Or; nor; neither; either—or; neither—nor.**

224. There are five kinds of Subordinate Conjunctions, viz:

- a. *Substantive*, viz: **That, that not, but, but that, whether.**
- b. *Conditional*, viz: **If, unless (if not), though, except, provided that.**
- c. *Final*, viz: **That, that not, lest, in order that, so that, so as.**
- d. *Concessive*.
 - a. *Correlative*, viz: **Whatever, whoever, whichever, nevertheless, still, while, yet.**
 - b. *Relative*, viz: **Although, however, notwithstanding, though.**
- e. *Causal*.
 - a. *Reason*, viz: **As, because, for, inasmuch as, forasmuch as, since, whereas.**
 - b. *Inference*, viz: **Consequently, hence, then, therefore, wherefore, whence.**

225. Exercise XXII.

Analyze the following sentences, select the conjunctions, and tell to what class and species they belong.

1. People are happy, because they are good.
2. Except ye repent, ye shall all likewise perish.
3. If you wish to enjoy health, bathe often.
4. I have brought a passage, that you may explain it.
5. Although the place was unfavorable, nevertheless Cæsar determined to attack the enemy.
6. As the door turneth upon its hinges, so doth the slothful man upon his bed.
7. Do as your parents bid.
8. The more sleek the prey, the greater the temptation ; and no wolf will leave a sheep to dine upon a porcupine.
9. Straws swim upon the surface ; but pearls lie upon the bottom.
10. A jest is not an argument ; nor is a loud laugh a demonstration.

Outline No. 18.

CONJUNCTIONS.

- | | |
|------------------------|---|
| 1. Coördinate. | <i>a.</i> Copulative.
<i>b.</i> Adversative.
<i>c.</i> Alternative. |
| 2. Subordinate. | <i>a.</i> Substantive.
<i>b.</i> Conditional.
<i>c.</i> Final. |
| | <i>d.</i> Concessive. { <i>a.</i> Correlative.
<i>β.</i> Relative. |
| | <i>e.</i> Causal. { <i>a.</i> Reason.
<i>β.</i> Inference. |

LESSON XXV.

Conjunctive Adverbs.

226. **Interrogative Adverbs** inquire for some circumstance of *Place*, *Time*, *Cause* or *Manner*, and introduce indirect interrogative sentences; as, WHERE do you live? In Clinton Street. WHEN did you come? This morning. WHY did he leave? BECAUSE he was compelled. How did he go? In the Cars.

227. A **Conjunctive Adverb** is an adverb which connects the clause, of which it forms a part, to the word which the clause modifies.

228. There are three kinds of Conjunctive Adverbs, viz:

1. **Conjunctive Adverbs of Place.**

- a. Position, viz: **As far as, as long as, farther than, where, wherever.**
- b. Direction, viz: **Whither, whithersoever.**
- c. Origin, viz: **Whence.**

2. **Conjunctive Adverbs of Time.**

- a. POINT.
 - a. *Simultaneous*, viz: **As, as soon as, when, whenever.**
 - β. *Antecedent*, viz: **Before, ere.**
 - γ. *Subsequent*, viz: **After.**
- b. PERIOD.
 - a. *Duration*, viz: **As long as, while, whilst.**
 - β. *Commencement*, viz: **Since.**
 - γ. *Termination*, viz: **Till, until.**
- c. FREQUENCY, viz: **As frequently as, as often as.**

3. **Conjunctive Adverbs of Manner.**

- a. **QUALITY.**

a. *Correspondence.*

- 1.' With a verb or adjective, viz: **As; just as; so—as.**
 2.' With a noun or pronoun, viz: **Save; such—as; same—as.**

β. *Consequence.*

- 1.' With a verb or adjective, viz: **So—that.**
 2.' With a noun or pronoun, viz: **Such—that.**

b. COMPARISON.

- a. Equality, viz: **As—as; not so—as.**

- β. Greater Inequality, viz: **Than; more—than.**

- γ. Lesser Inequality, viz: **Than; less than.**

- δ. Proportionate Equality, viz: **The—the; the—so much the.**

Outline No. 19.
CONJUNCTIVE ADVERBS.

1. Place.	$\left\{ \begin{array}{l} a. \text{ Position.} \\ b. \text{ Direction.} \\ c. \text{ Origin.} \end{array} \right.$		
	$\left\{ \begin{array}{l} a. \text{ Point.} \left\{ \begin{array}{l} a. \text{ Simultaneous.} \\ \beta. \text{ Antecedent.} \\ \gamma. \text{ Subsequent.} \end{array} \right. \\ b. \text{ Period.} \left\{ \begin{array}{l} a. \text{ Duration.} \\ \beta. \text{ Commencement.} \\ \gamma. \text{ Termination.} \end{array} \right. \\ c. \text{ Frequency.} \end{array} \right.$		
	$\left\{ \begin{array}{l} a. \text{ Quality.} \left\{ \begin{array}{l} a. \text{ Correspondence.} \\ \beta. \text{ Consequence.} \end{array} \right. \\ b. \text{ Comparison.} \left\{ \begin{array}{l} a. \text{ Equality.} \\ \beta. \text{ Greater Inequality.} \\ \gamma. \text{ Lesser Inequality.} \\ \delta. \text{ Proportionate Equality.} \end{array} \right. \end{array} \right.$		

229. Exercise XXIII.

Analyze the following sentences ; select the conjunctive adverbs, and tell what relation they express.

1. When you have nothing to say, say nothing.
2. The age of miracles is past, while that of prejudice remains.
3. Our lesson is the same as that we had yesterday.
4. The robber struck him such a blow that he fell.
5. Where the carcase is, there will the eagles be gathered together.
6. The science of mathematics performs more than it promises.
7. The more I use the book, the better I like it.
8. I have more than I know what to do with.

LESSON XXVI.

Classification of Connectives.

230. Connectives are words used to join certain elements of discourse. The elements thus connected are Phrases and Clauses, of which the connective forms a part. These Phrases and Clauses perform certain offices and take their distinctive names from the nature and use of the connective employed.

231. There are three kinds of **Connectives**, viz:

- I. **Substantive.**
- II. **Subordinate.**
- III. **Coördinate.**

232. The **Substantive** Connectives are

1. Substantive Conjunctions. § 224, a.
2. Compound Relative Pronouns. §'s 94-97, a.
3. Interrogatives, including
 - a. Interrogative Pronouns. §'s 98, 99.
 - b. Interrogative Adjectives. § 103, 2, c.
 - c. Interrogative Adverbs. § 210, note.

233. The **Adjective** Connectives are

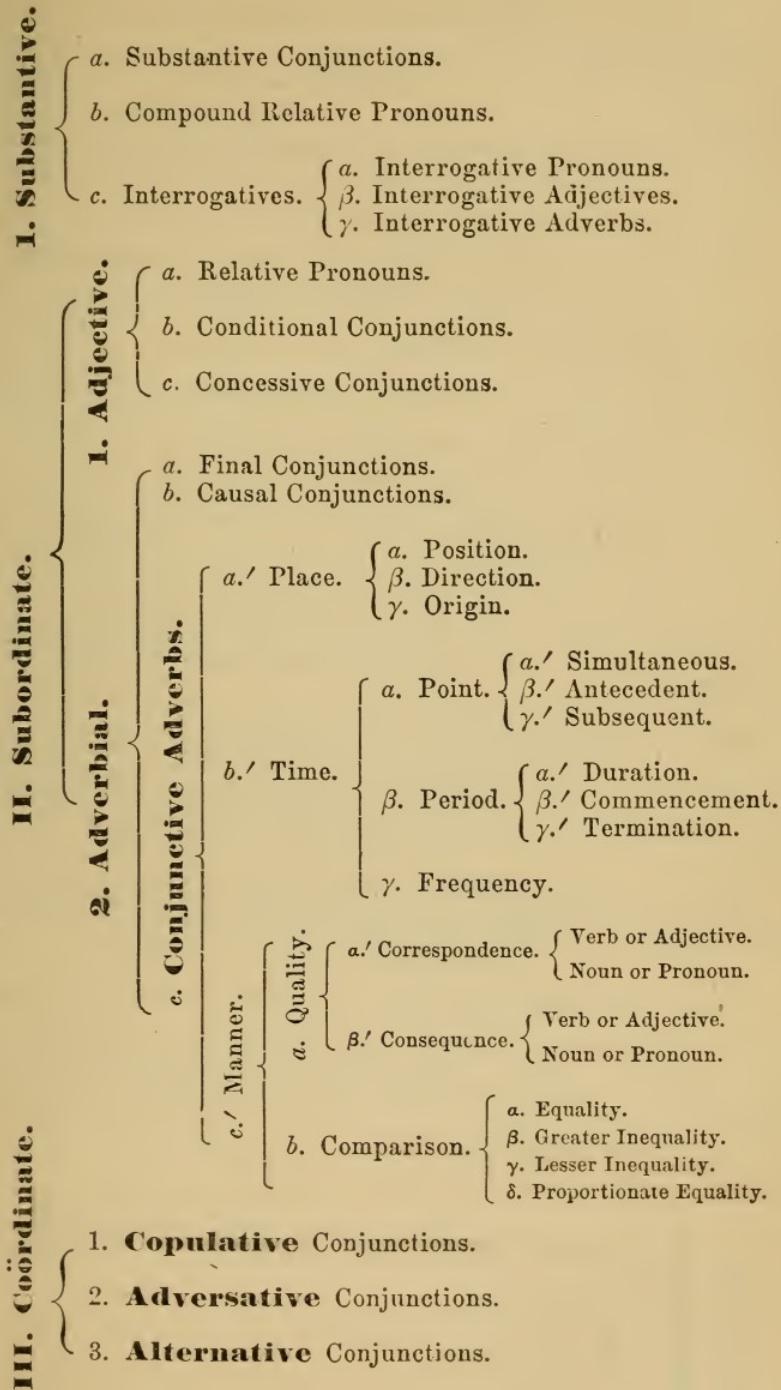
1. Relative Pronouns. §'s 92, 93.
2. Conditional Conjunctions. § 224, b.
3. Concessive Conjunctions. § 224, d.

234. The **Adverbial** Connectives are

1. Final Conjunctions. § 224, c.
2. Causal Conjunctions. § 224, e.
3. Conjunctive Adverbs. §'s 227, 228.

REMARK.—On page 88 will be found an outline of prepositional connectives.

REMARK 2.—**Subordinate** Connectives include Adjective Connectives and Adverbial Connectives.

Outline No. 20. CONNECTIVES.

LESSON XXVII.

Particles.

236. An **Interjection** is a word which expresses emotion; as, *Alas! oh! fie!*

237. There are eight kinds of Interjections, denoting,

1. Attention, viz: *Behold! hark! hist! hush! list! lo! see!*
2. Calling, viz: *Hallo! ho!*
3. Disgust, viz: *Away! begone! fudge! fie! pshaw! tush!*
4. Salutation, viz: *O (John)! welcome! hail! How do you do?*
5. Sorrow, viz: *Ah! alas! alack! oh!*
6. Taking leave, viz: *Adieu! farewell! good-by!*
7. Triumph, viz: *Aha! bravo! hurrah! huzza!*
8. Wonder, viz: *Indeed! O, strange! what!*

REMARK.—Other classes of words are frequently used as Interjections.

238. An **Expletive** is a word which renders a sentence more euphonious, without expressing any additional idea; as, *IT rains*; *THERE is a time for all things*.

239. A **Correlative** is a word which expresses antithesis; as, *THOUGH he slay me, YET will I serve him*.

240. An **Intensive** is a word which renders a sentence more emphatic without expressing any additional idea; as, *VERILY, VERILY, I say unto you*; *Now this is the substance of the matter*.

Outline 21.

- | | |
|------------------|---|
| PARTICLES | <ol style="list-style-type: none"> 1. Interjections. 1, 2, 3, 4, 5, 6, 7, 8. Remark. 2. Expletives. 3. Correlatives. 4. Intensives. |
|------------------|---|

241. Exercise XXIV.

Analyze the following sentences ; select the particles, and tell to what species they belong.

1. Even in their ashes live their wonted fires.
2. I sit me down a pensive hour to spend.
3. I think there is a knot of you
Beneath that hollow tree.
4. The moon herself is lost in heaven.
5. Now abideth faith, hope, charity.
6. There is a land of pure delight.
7. Think of others, not only of thyself.
8. Wo ! wo ! to the riders that trample thee down.
9. Woe worth the day; woe worth the chase!
10. Lives of great men *all* remind us
We can make our lives sublime.
11. *What* though the spicy breezes
Blow soft o'er Ceylon's isle ;
Though every prospect pleases,
And only man is vile :
In vain with lavish kindness
The gifts of God are strown ;
The heathen in his blindness
Bows down to wood and stone.
12. Why, let the flood rage on !
There is no tide in woman's wildest passion
But hath an ebb.

PART SECOND.

SYNTACTIC RELATIONS OF WORDS.

ANALYSIS, PARSING AND FALSE SYNTAX.

LESSON XXVIII.

Classification of Sentences. Propositions.

242. **Syntax** treats of the *construction of sentences*. It includes the *arrangement, agreement and government* of words used to express thought, sentiment or volition.

REMARK 1.—The English language being elaborated from Saxon and Norman elements, was changed from a *synthetic* to an *analytic* language, and hence the relations of words are determined partly by the *form* and partly by *juxtaposition*.

REMARK 2.—**Agreement** is *correspondence of form* arising from a correlation of ideas.

REMARK 3.—**Government** is the power one word has of determining the *form* of another word.

243. A **Sentence** is a mental act expressed in words; as, *The air bites shrewdly*; *Revenge his foul and most unnatural murder*; *O that I were as in days of old!*

244. Sentences are classed

- I. According to **Signification**.
- II. According to **Rank**.
- III. According to **Form**.

245. Sentences, according to signification, are divided into

- I.' **Propositions.**
- II.' **Postulates.**

246. A Proposition is a judgment expressed in words; as, *Cæsar was a tyrant.*

247. There are three kinds of Propositions, viz:

- 1. Categorical.**
- 2. Hypothetical.**
- 3. Modal.**

248. A **Categorical** Proposition is one in which the attribute is absolutely affirmed or denied of its subject; as, *John is good; Mary sings.*

NOTE 1.—Logicians recognize four varieties of Categorical propositions, viz:

UNIVERSAL AFFIRMATIVE: (A.) All men are mortal.

UNIVERSAL NEGATIVE: (E.) No miser is truly rich.

PARTICULAR AFFIRMATIVE: (I.) Some islands are fertile.

PARTICULAR NEGATIVE: (O.) All tyrants are not assassinated.

NOTE 2.—The degree of affirmation or negation is expressed as follows, viz:

1. *As an appendage to another affirmation.*

a. *Words.*

Again, also, ay or aye, further, howbeit, however, likewise, moreover, namely (to wit, viz.), notwithstanding, now, too, why, well, yea, yes, and adverbs of order, viz: First, secondly, &c., &c.

b. *Phrases.*

As a matter of course, as it were, at all events, by chance, for the most part, generally speaking, in general, in the first place, in the meantime, in a word, in a measure, in that case, no doubt, now and then, of course, on the contrary, on the one hand, on the other hand, to be brief, to be sure.

2. *As an appendage to a negation.*

a. *Words:* Nay, nay verily.

3. *As indicating a conclusion (illative).*

a. *Words.*

Accordingly, consequently, finally, then, therefore.

b. *Phrases.*

In fine, at length.

4. *As expressing emphasis affirmatively.*

a. *Words.*

Certainly, doubtless, indeed, really, surely, truly, undoubtedly, unquestionably, verily.

b. *Phrases.*

Above all, beyond a doubt, beyond a question, in fact, in particular, in reality, in truth, without doubt, without question.

5. *As expressing emphasis negatively.*

a. *Words.*

No, not, almost.

b. *Phrases.*

By no means, in no wise, not at all, and all phrases of which *no* or *not* forms a part.

249. A Hypothetical Proposition consists of two clauses, one of which depends on the other, and expresses an assumption, condition or supposition; as, **UNLESS YOU DO BETTER, you will lose your situation.**

NOTE 1.—There are two varieties of hypothetical propositions, viz:

a. *Conditional:* If the wind changes, it will snow.

b. *Disjunctive:* He was either murdered, or else committed suicide.

NOTE 2.—The auxiliaries *might*, *could*, *would* and *should* are used in conditional sentences.

250. A Modal Proposition is one that expresses a mere conception of the mind; as, *He MAY (possibly) come; John CAN write.*

NOTE 1.—The various degrees of uncertainty are expressed as follows, viz:

a. Possibility.

Possibly, perchance, perhaps, peradventure, and the auxiliary *can*.

b. Probability.

Likely, probably, and the auxiliary *may*.

c. Necessity.

Necessarily, and the auxiliary *must*.

251. Exercise XXV.

Tell the kind, and define each of the following propositions.

1. Prosody treats of the laws of versification.
2. An elementary sound is one of the simplest sounds of the language.
3. If Virgil was the better artist, Homer was the greater genius.
4. Men may be deceived.
5. Rome was not built in one day.
6. There is a mourner o'er the humblest grave.
7. If Spring have no blossoms, Autumn will have no fruit.
8. John can write beautifully.
9. Perhaps he will not come.
10. Unsheathe not the sword, except it be for self-defence.
11. Deep rivers flow in silent majesty.
12. If thou hadst been here, my brother would not have died.

LESSON XXIX.

Postulates. Rank. Form.

252. A **Postulate** is a sentence in which the predicate is expressed as something dependent upon the mind of the speaker.

253. Postulates include

1. **Imperative Sentences.**
2. **Exclamative Sentences.**
3. **Interrogative Sentences.**

254. An **Imperative** sentence is one in which the predicate expresses something dependent upon the will of the speaker. Imperative sentences express

a. **Determination.**

- a. Resolution; as, *I WILL not go; he SHALL go.*
- β. Promise; as, *You SHALL be rewarded.*
- γ. Prophecy; as, *It SHALL come to pass.*

b. **Injunction.**

- a. Command; as, *Charge! Thou SHALT not steal.*
- β. Exhortation; as, *Be diligent in business.*
- γ. Permission; as, *You MAY go; LET me or him go.*

c. **Solicitation.**

- a. Expostulation; as, *You SHOULD not do so.*
- β. Entreaty; as, *Do LEND me the book.*
- γ. Prayer; as, *GIVE us this day our daily bread.*
- δ. Wish; as, *May you be safe! Let me die the death of the righteous!*

255. An **Exclamative** sentence is one in which the predicate expresses something dependent upon the emotional nature. Exclamative sentences are

- (a.) Full; as, *How beautiful she appeared!*
- (b.) Elliptical; as, *How beautiful! How lovely!*
- (c.) Compound; as, *How are the mighty fallen and the weapons of war perished!*

256. An **Interrogative** sentence is one that expresses an inquiry; as, *Has James come? Where do you live?*

257. There are three varieties of interrogative sentences, viz : *Direct*, *Indirect* and *Conditional*.

258. A **Direct** Interrogative sentence is one that can be answered by *yes* or *no*.

NOTE.—A Direct question takes one of three forms, viz :

- a. (**Ne**) *Is John well?* asks for information.
- β. (**Num**) *John is not well, is he?* expects the answer *no*.
- γ. (**Nonne**) *John is well, is he not?* expects the answer *yes*.

259. An **Indirect** Interrogative sentence is one introduced by an interrogative pronoun, adjective or adverb ; as, *WHAT did you say?* *WHAT man is that?* *WHERE do you live?*

260. A **Conditional** Interrogative sentence is one in which the predicate is conditioned ; as, *Will he go, if it rains?*

261. Sentences, with regard to rank, are divided into

- 1. Principal.**
- 2. Subordinate.**
- 3. Coördinate.**

262. A **Principal** sentence is one that does not depend on another proposition ; as, *James tills his fields well.*

263. A **Subordinate** sentence is a proposition or clause used as a modifier ; as, *The man WHOM I LOVED, is dead.*

264. A **Coördinate** sentence is one of the similar sentences which are united by a coördinate conjunction, to form a compound sentence ; as, *John writes and Mary reads.*

REMARK.—When *rank* is considered, each sentence is denominated a *clause*.

265. Sentences, with regard to form, are divided into

- 1. Simple.**
- 2. Complex.**
- 3. Compound.**
- 4. Abridged.**

266. A **Simple** sentence is one that contains but one proposition or postulate; as, *The flowers are blooming ; study your lesson.*

267. A **Complex** sentence contains two or more propositions, of which at least one is dependent; as, *WHEN SPRING COMES, the flowers will bloom.*

268. A **Compound** sentence is one in which two or more similar sentences are united by a coördinate conjunction; as, *John writes AND Mary reads*

269. An **Abridged** proposition is a subordinate sentence, some of the elements of which are changed or omitted; as, *I ordered HIM TO GO ; I heard OF HIS COMING.*

270. Exercise XXVI.

Tell to what class each of the following sentences belongs.

1. Too daring prince ! ah ! whither dost thou run ?
Ah ! too forgetful of thy wife and son !
And think'st thou not how wretched we shall be,
A widow I, a helpless orphan he !
2. Lo ! beauty withers in your void embrace !
3. Roll on, thou deep and dark blue ocean, roll !
4. Hark ! a glad voice the lonely desert cheers ;
Prepare the way ! A God, a God appears !
A God ! a God ! the vocal hills reply ;
The rocks proclaim th' approaching Deity.
Lo, earth receives him from the bending skies !
Sink down, ye mountains ; and ye valleys, rise !
With heads declined, ye Cedars, homage pay ;
Be smooth, ye rocks ; ye rapid floods, give way.
The Saviour comes ! by ancient bards foretold.
Hear him, ye deaf ; and all ye blind, behold !

Outline No. 22. SENTENCES.**I.**
As to Signification.**II.' Postulates.****II. As to Rank.****III. As to Form.****I.' Propositions.**

- | | | |
|----|------------------------|--|
| 1. | Universal Categorical. | <ul style="list-style-type: none"> a. Universal Affirmative. (A.) b. Universal Negative. (E.) c. Particular Affirmative. (I.) d. Particular Negative. (O.) |
|----|------------------------|--|

- | | | |
|----|---------------|--|
| 2. | Hypothetical. | <ul style="list-style-type: none"> a. Conditional. b. Disjunctive. |
|----|---------------|--|

- | | | |
|----|--------|---|
| 3. | Modal. | <ul style="list-style-type: none"> a. Possibility. b. Probability. c. Necessity. |
|----|--------|---|

- | | | |
|----|-------------|--|
| 1. | Imperative. | <ul style="list-style-type: none"> a. Determination. $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \end{array} \right.$ |
|----|-------------|--|

- | | | |
|----|-------------|--|
| b. | Injunction. | <ul style="list-style-type: none"> $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \end{array} \right.$ |
|----|-------------|--|

- | | | |
|----|---------------|---|
| c. | Solicitation. | <ul style="list-style-type: none"> $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \\ \delta. \end{array} \right.$ |
|----|---------------|---|

- | | | |
|----|----------------|--|
| 2. | Interrogative. | <ul style="list-style-type: none"> a. Information. b. Assent. c. Dissent. |
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| a. | Direct. | <ul style="list-style-type: none"> $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \end{array} \right.$ |
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| b. | Indirect. | <ul style="list-style-type: none"> $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \end{array} \right.$ |
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| c. | Conditional. | <ul style="list-style-type: none"> $\left\{ \begin{array}{l} \alpha. \\ \beta. \\ \gamma. \end{array} \right.$ |
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|----------------|-------|--|
| Signification. | Form. | |
|----------------|-------|--|

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| 3. | Exclamative. | <ul style="list-style-type: none"> a. Full. b. Elliptical. c. Compound. |
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| 1. | Principal. | |
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| 2. | Subordinate. | |
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| 3. | Coördinate. | |
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| 1. | Simple. | |
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| 2. | Complex. | |
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| 3. | Compound. | |
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| 4. | Abridged. | |
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LESSON XXX.

Classification of Elements.

271. An **Idea** is the *image* the mind forms of something previously perceived or apprehended.

272. A **Thought** is the result of the comparison of ideas conceived in relation to one another.

NOTE.—As “*Grammar teaches the natural connection between ideas and words;*” as our thoughts arise from attributing *qualities, actions, &c.,* to the things of which we have a knowledge, and naturally take the form of propositions or sentences, in order to understand the nature of language thus expressed, it must be resolved into its constituent parts. Hence, one of the first grammatical processes is the resolution of sentences into the ideas of which they are composed. This process is termed **Analysis**, and the words used to represent distinct ideas are denominated **Elements**. Hence,

273. An **Element** is a word or combination of words used to express a distinct idea; as, *Mary learns her lesson well.*

REMARK.—Here each word expresses a distinct idea, and is termed an *Element*.

274. There are three classes of Elements, viz :

- I. Principal.**
- II. Subordinate.**
- III. Independent.**

275. The **Principal** Elements are the **essentia** of sentences. They are

- (1.) The Subject, and
- (2.) The Predicate, including
 - (a.) The Copula, and
 - (b.) The Attribute.

276. The **Subordinate** Elements are the **differentia** of sentences, and are used as modifiers. They are

- (1.) The Adjective Element,
- (2.) The Objective Element, and
- (3.) The Adverbial Element.

277. The **Independent** Elements express peculiarities of thought or sentiment, and include certain

- (1.) Exclamative Forms.
- (2.) Idiomatic Forms.
- (3.) Abridged Forms.

278. The kinds and varieties of Elements will be defined as their syntax and uses are developed. Below is a comprehensive Outline.

Outline No. 23. ELEMENTS.

I. Principal.	I.' Office.	1. Subject. 2. Predicate. { a. Copula. b. Attribute.
	II.' Form.	1. Simple. 2. Complex. 3. Compound. 4. Complex and Compound.
	III.' Class.	1. 1st Class— Word. 2. 2d Class— Phrase. 3. 3d Class— Clause.
II. Subordinate.	I.' Office.	1. Adjective Element. 2. Objective Element. 3. Adverbial Element.
	II.' Form.	1. Simple. 2. Complex. 3. Compound. } Abridged. 4. Complex and Compound.
	III.' Class.	1. 1st Class—Word. 2. 2d Class—Phrase. 3. 3d Class—Clause.
III. Independent.	I.' Exclamative.	1. A Noun or Pronoun used independently. 2. An Interjection. 3. An Exclamative Sentence.
	II.' Idiomatic.	1. Expletives, Correlatives and Intensives. 2. Pleonasm. 3. Quantitative Complement.
	III.' Abridged.	1. A Participle or Infinitive used independently. 2. An Adjective used absolutely. 3. The Absolute Construction.

LESSON XXXI.

Proposition. Subject. Predicate. Verb.

279. A **Proposition** is a judgment expressed in words. It consists of two parts :

1. The **Subject**, and
2. The **Predicate**.

280. The **Subject** of a proposition is that of which something is affirmed; as, JOHN writes; MARY reads; CATS mew.

REMARK.—To ascertain the subject, put *who* or *what* before the verb, and the answer to the question will be the subject. Thus: *Who* writes? *John*. *What* mew? *Cats*.

281. The Subject may be

- (a.) A Noun; as, JANE sings.
- (b.) A Pronoun; as, HE walks.
- (c.) *The* with a qualifying adjective; as, THE GOOD are happy; THE WICKED are miserable.
- (d.) A Pronominal Adjective; as, THIS is my book.
- (e.) An Infinitive; as, To LOVE is pleasant.
- (f.) A Present-Active Participle; as, LYING is base.
- (g.) A Substantive Phrase; as, FROM ANNVILLE TO LEBANON is five miles.
- (h.) A Substantive Clause; as, THAT THE EARTH TURNS ON ITS AXIS is, demonstrable.
- (i.) An Imperative Sentence; as, DO UNTO OTHERS AS YOU WOULD HAVE OTHERS DO UNTO YOU, is the golden rule.
- (j.) An Interrogative Sentence; as, WHAT IS TRUTH? is a curious question.
- (k.) An Exclamative Sentence; as, HOW ARE THE MIGHTY FALLEN! is often quoted.
- (l.) A Proposition; as, "AND YET IT MOVES," is often repeated.

REMARK.—When the subject of an Imperative Sentence is the object addressed, the subject unless emphatic is not expressed; as, Bring me the book; go THOU the other way.

282. The **Predicate** is that word or combination of words which affirms something of the subject; as, *Mary SINGS*; *Jane MIGHT HAVE BEEN MARRIED*; *James IS A STUDIOUS BOY*.

REMARK.—The verb is essential to every sentence.

283. **Verbs**, according to their syntactic uses, are divided into two classes, viz:

- (1.) **Attributive** Verbs, and
- (2.) **Complementative** Verbs.

284. An **Attributive** Verb is one whose assertion affects its subject only. There are four kinds:

- a. **Intransitive.**
- b. **Copulative.**
- c. **Inceptive.**
- d. **Indefinite Transitive.**

285. An **Intransitive** Verb asserts a simple mode of existence of its subject; as, *John SLEEPS*; *Henry WALKS*.

286. A **Copulative** Verb asserts an attribute as something inhering in its subject; as, *John IS wise*.

287. An **Inceptive** Verb asserts the incipiency of an act completed in the adjective or infinitive which follows it; as, *He DESIRES to go*; *He TRIED to learn*; *The fields LOOK green*.

288. An **Indefinite Transitive** Verb asserts an activity of its subject; as, *John READS*; *Mary SINGS*.

REMARK.—An Indefinite Transitive Verb tells *how* its subject does. It simply distinguishes one action from another, and expresses activity generically.

289. A **Complementative** verb is one that asserts an activity of its subject, and passes over to and affects what follows it. There are four kinds:

- (a.) **Definite Transitive.**
- (b.) **Transito-Dative.**
- (c.) **Transito-Copulative.**
- (d.) **Transito-Partitive.**

290. A **Definite Transitive** Verb asserts an activity of its subject as terminating in or on some object; as, *John READS Virgil and Homer.*

REMARK.—In the passive form, the object and subject are identical.

291. A **Transito-Dative** Verb asserts an activity which affects two objects, the one denoting what is done to or for the other; as, *William SOLD HENRY AN APPLE; He GAVE THE HORSES OATS.*

292. A **Transito-Copulative** Verb asserts an activity which affects an object of which it predicates an attribute; as, *They CALLED his name John; They ELECTED him chairman.*

293. A **Transito-Partitive** Verb is one that asserts an activity which affects only a part of its complement; as, *He DRANK (of the) water.*

Outline No. 24.

I. Proposition.	II. Verbs.	1. Subject.	$\left\{ \begin{array}{lll} a. & e. & i. \\ b. & f. & j. \\ c. & g. & k. \\ d. & h. & l. \end{array} \right\}$	Remark.
		2. Predicate.	$\left\{ \begin{array}{l} a. \text{ Copula.} \\ b. \text{ Attribute.} \end{array} \right\}$	Remark.
I. Attributive.		1. Attributive.	$\left\{ \begin{array}{l} a. \text{ Intransitive.} \\ b. \text{ Copulative.} \\ c. \text{ Inceptive.} \\ d. \text{ Indefinite Transitive.} \end{array} \right\}$	
		2. Complementative.	$\left\{ \begin{array}{l} a. \text{ Definite Transitive.} \\ b. \text{ Transito-Dative.} \\ c. \text{ Transito-Copulative.} \\ d. \text{ Transito-Partitive.} \end{array} \right\}$	

294. Exercise XXVII.

Select the verbs from the following sentences, and tell to what species they belong.

1. John walks, runs, and plays.
2. The fields look fresh and green.
3. He became very rich.
4. John is good.
5. He tries to learn.
6. He will come.
7. Clara plays and draws.
8. He esteems him a friend.
9. He sold him his farm.
10. He gave him his daughter in marriage.
11. He drank (of the) wine.
12. He felt (of) the table.

LESSON XXXII.

Analysis and Parsing. Subject. Finite Verb. Pronoun.

295. An **Intransitive** Verb is one that asserts a simple mode of existence of its subject; as, *The horse WALKS*; *the boy SLEEPS*.

296. Every sentence should be subjected to two processes, viz :

- (1.) It should be resolved into its constituent elements, and
 - (2.) The natural connection between the words used and the ideas expressed by them should be carefully pointed out.
- The former process is termed **analysis**; the latter, **parsing**.

297. **Analysis** consists in resolving a sentence into its constituent elements.

298. **Parsing** consists in naming the species, properties, use, and construction of a word, pointing out its relation, agreement or dependence and consequent form, and in giving the rule or rules relating to the same.

299. As case is the form a word takes in view of its construction (See § 60), and as the subject of a finite verb is invariably in the nominative case, we infer

R U L E I.

The SUBJECT of a FINITE VERB must be in the nominative case; as, I write; THOU writest; HE writes; the BOYS write.

F O R M U L A I.

**Species? Person? Number? Gender? Construction?
Case? Rule I.**

300. Since the form of the finite verb varies with the person and number of its subject, requiring a corresponding form, we infer

RULE II.

The FINITE VERB must agree with its SUBJECT in PERSON and NUMBER; as, I SING, thou SINGEST, he SINGS, they SING, John and Mary SING.

FORMULA II.

**Species? Principal Parts? Conjugation? Mode?
Tense? Form? Agreement in Person and Number?**
Rule II.

301. Since pronouns have the same grammatical properties and construction as nouns, and always relate to some object present to the mind of the reader or auditor, varying in person, number and gender as that object varies, we infer

RULE III.

The PRONOUN must be in the same PERSON, NUMBER and GENDER as the object which it represents; as, HE gave HIS book to HER.

FORMULA III.

Species? Person, Number and Gender? Relates to What? Agreement? Rule III. Construction? Case? Rule?

302. **I. Models of Analysis and Parsing.**

(1.) *Charles runs.*

Analysis.

Charles runs is a simple categorical proposition, of which *Charles* is the subject and *runs* the predicate.

Parsing.

Charles is a proper noun, of the third person, singular number, masculine gender, and is construed as the subject of *runs*, and must therefore be in the nominative case, according to Rule I:
The subject of a finite verb must be in the nominative case.

Runs is an intransitive verb, principal parts, *run, ran, run*, of the strong conjugation, indicative mode, present tense, common form, and in the third person, singular number, to agree with its subject *Charles*, according to Rule II: *The finite verb must agree with its subject in person and number.*

(2.) *He writes.*

Analysis.

He writes is a simple categorical proposition, of which *he* is the subject and *writes* the predicate.

Parsing.

He is a personal pronoun, of the third person, singular number, masculine gender, to agree with an object of like properties present to the mind, according to Rule III: *The pronoun must be in the same person, number and gender as the object which it represents.* It is construed as the subject of *writes*, and must therefore be in the nominative case, according to Rule I: *The subject of a finite verb must be in the nominative case.*

Model for Indicating Analysis and Parsing.



NOTE.—According to this method, the subject and predicate are written the one above the other, and words, phrases or clauses, used as modifiers, are written after the words which they modify. The number of the rules of construction is indicated by figures written above. Other methods of indicating analysis and parsing will be given hereafter.

II. Examples for Analysis and Parsing.

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|-------------------|-------------------|-------------------|
| 3. I sleep. | 8. Clara dances. | 13. Armies march. |
| 4. James walks. | 9. You smile. | 14. We will go. |
| 5. William jumps. | 10. They wink. | 15. Birds fly. |
| 6. Thou risest. | 11. John swims. | 16. Lions roar. |
| 7. Mary sits. | 12. Henry sleeps. | 17. Eagles soar. |

III. Examples in False Syntax.

- | | | |
|-------------------|--------------------|---------------------|
| 1. Me walks. | 6. He smile. | 11. Lion's roars. |
| 2. James runnest. | 7. We dances. | 12. Potatoes grows. |
| 3. William jump. | 8. Armies marches. | 13. Thou sits. |
| 4. You was. | 9. He sot. | 14. Men walks. |
| 5. We was. | 10. Birds flies. | 15. Boys writeth. |

Model for Correcting False Syntax.

1. *Me walks.* *Me* is used as the subject of the verb, and must therefore be changed to *I*, according to Rule I: The subject of a finite verb must be in the nominative case. *Walks* must agree with its subject *I* in person and number, and must therefore be changed to *walk*, according to Rule II: *The finite verb must agree with its subject in person and number.*

IV. Exercise in Composition.

Write ten sentences, each containing an intransitive verb and a subject.

DIRECTION I. Commence each sentence with a capital letter and put a period after the verb.

MODEL. I ran. Rivers flow.

REMARK.—It would be a profitable exercise to require the sentences thus written to be expanded by putting the verb into the different modes, tenses and forms. The intelligent teacher can vary this part of the exercise to suit the time, advancement and capacity of each member of his class.

Outline No. 25.

I. Processes.	{	1. Analysis.	
		2. Parsing.	
	{	1. Subject of Finite Verb. Rule I.	
II. Rules and Formulas.		2. Agreement " " Rule II.	
		3. " " of Pronoun. Rule III.	
		1. Analysis.	
III. Models.	{	2. Parsing.	
		3. False Syntax.	

LESSON XXXIII.

Copulative Verbs. Attributes.

303. A **Copulative** verb is one that asserts an attribute as inhering in its subject; as, *John is good*; *He BECAME president*.

REMARK.—The finite parts of the verb *to be* are generally thus used. This verb is, however, sometimes employed to predicate existence, in which case it becomes *Intransitive*; as, *There is a God*=*God EXISTS*.

304. An **Attribute** is that which is affirmed of the subject; as, *John is GOOD*; *He is a MAN*.

305. The **Copula** is that by which something is affirmed of the subject; as, *George WAS good*; *Mary IS beautiful*.

REMARK.—The difference between a *verb* and an *attribute* is this: the verb affirms an *activity*, a *passivity* or a *simple mode of existence* of its subject, while an attribute expresses *substance*, *office*, *class*, *possession*, *accident* or *quality*. Verbs may be regarded as attributes having a self-predicating power.

306. **Attributes** are divided into three classes, viz:

1. **Substantive.**
2. **Adjective.**
3. **Verbal.**

307. The *Substantive* express

- (a.) Substance; as, *The spoon is SILVER*.
- (b.) Office; as, *Lincoln is PRESIDENT*.
- (c.) Class; as, *Henry is a LAWYER*.

REMARK.—The student should carefully note the difference of meaning of the expressions, *Victoria is queen* and *Victoria is a queen*, the indefinite article being used with an appellative to show that the word is taken in a general sense, and expresses *class*, NOT *office*.

308. The *Adjective* express

- (a.) Possession; as, *That book is MINE*.
- (b.) Accident; as, *He is HERE*.
- (c.) Quality; as, *Henry is GOOD*.

309. The *Verbal* express

- (a.) Activity; as, *Henry is WRITING a letter.*
- (b.) Passivity; as, *The letter is WRITTEN.*
- (c.) A Mode of Existence; as, *The child is SLEEPING.*

REMARK.—It will be found upon examination that *Ideatives* ONLY are used as principal or essential elements.

310. As Copulative verbs join the attribute to the subject in such a way as to affirm its inherence in the subject, it is evident that, if it be a noun or pronoun, it must have the same grammatical properties. Hence, we infer

RULE IV.

A NOUN or PRONOUN PREDICATED of a noun or pronoun must be in the same NUMBER, GENDER and CASE; as, Victoria is a QUEEN; Jane is a POETESS.

FORMULA IV.

Species? Person? Number, Gender and Case? Predicated of what? Agreement? Rule IV.

NOTE.—Certain collective or figurative expressions, although plural in form, are singular in signification, and hence are not exceptions to this rule; as, EYES (a guide) was *I* to the blind, and FEET (assistance) to the lame; HIS SPEECHES ARE an honor to his country. See § 69, Remark 3.

REMARK.—Constructions like these are ordinarily explained by the grammatical figure **Syllepsis**, in which words are construed, not according to grammatical form, but according to the meaning they convey; as, *Our LIBERTIES, our greatest BLESSING, shall we give THEM up?* See lesson on figures, Part III.

311. As an adjective, no difference how used, is connected in thought with the noun or pronoun representing the object to which it refers, it should also be connected grammatically with that word. Hence, we infer

RULE V.

The ADJECTIVE must be construed with the word representing the object to which it refers.

FORMULA V.

Species? Comparison? Number or Degree? How used? Refers to what? Construction? Rule V.

312. I. Models of Analysis and Parsing.

1. *David was king.*

Analysis.

David was king is a simple categorical proposition, of which *David* is the subject and *was king*, the predicate, of which *was* is the copula and *king* the attribute.

Parsing.

David is a proper noun, of the third person, singular number, masculine gender, and is construed as the subject of *was*, and must therefore be in the nominative case, according to Rule I. *The subject of a finite verb must be in the nominative case.*

Was is a copulative verb, principal parts, *be, was, been*, of the strong conjugation, indicative mode, past tense, common form, and is in the third person, singular number, to agree with its subject *David*, according to Rule II. *The finite verb must agree with its subject in person and number.*

King is a common noun, of the third person, and is of the singular number, masculine gender, and nominative case, to agree with *David* of which it is predicated, according to Rule IV. *A noun or pronoun, predicated of another noun or pronoun, must be in the same number, gender and case.*

(2.) *Milton was blind.*

Analysis.

Milton was blind is a simple categorical proposition, of which *Milton* is the subject and *was blind*, the predicate, of which *was* is the copula and *blind* the attribute.

Parsing.

Milton is a proper noun, of the third person, singular number, masculine gender, and is construed as the subject of *was*, and must therefore be in the nominative case, according to Rule I. *The subject of a finite verb must be in the nominative case.*

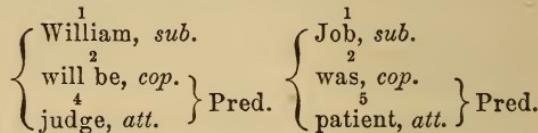
Was is a copulative verb, principal parts, *be, was, been*, of the strong conjugation, indicative mode, past tense, common form, and in the third person, singular number, to agree with its subject *Milton*, according to Rule II. *The finite verb must agree with its subject in person and number.*

Blind is a descriptive adjective of the qualifying kind, not compared, is used with *was* to form the predicate, and refers to *Milton*, with which it is construed according to Rule V. *The adjective must be construed with the word representing the object to which it refers.*

II. Examples for Analysis and Parsing.

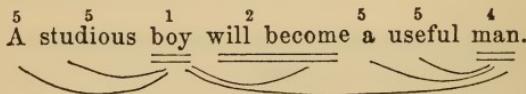
- | | |
|-----------------------------------|----------------------------|
| 1. Johnson became president | 8. Job was patient. |
| 2. William became judge. | 9. Moses was meek. |
| 3. Grant is general. | 10. Charles had been weak. |
| 4. Sherman is lieutenant-general. | 11. Milton was blind. |
| 5. Mary was preceptress. | 12. I shall be judge. |
| 6. Eugenie is empress. | 13. You had been studious. |
| 7. Victoria is queen. | 14. She is beautiful. |

Models for Analysis and Parsing.



NOTE.—Analysis and parsing may also be indicated by writing the number of the rule or rules relating to the construction, agreement or dependence of each word above it, drawing two horizontal lines beneath the principal elements, and showing the dependence of the other words by connecting them with curved lines.

Thus:



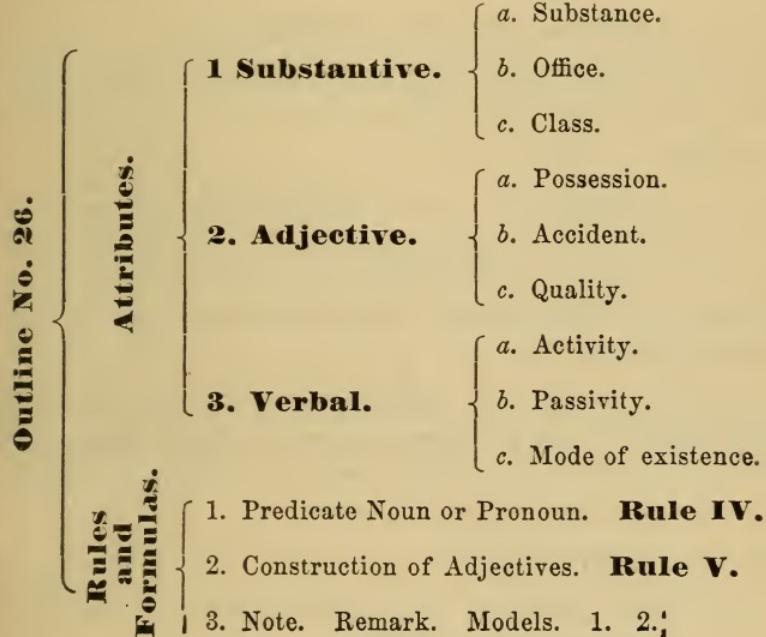
III. Examples in False Syntax.

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|------------------------|--------------------------|
| 1. Mary is a poet. | 5. James is a laundress. |
| 2. Julia is a teacher. | 6. Daniel is a milliner. |
| 3. She is a marquis. | 7. Mary is a tailor. |
| 4. Ettie is a hero. | 8. Susan is a doctor. |

- | | |
|---------------------------|---------------------------|
| 9. Ellen is a sultan. | 12. William is executrix. |
| 10. Her name is Charles. | 13. John is a witch. |
| 11. She was called Louis. | 14. Henry is a coquette. |

MODEL.—*Poet* must be changed to *poetess*, to agree with *Mary*, according to Rule IV. *A noun or pronoun, predicated of another noun or pronoun must be in the same number, gender and case.*

IV. *Write eighteen sentences containing attributes.* Let there be two of each kind.



LESSON XXXIV.

Adjectives as Modifiers.

313. As stated in a former lesson, adjectives are divided into three species or kinds, viz :

- (1.) **Distributives**; as, *All men are mortal*.
- (2.) **Definitives**; as, *This book is torn*.
- (3.) **Descriptives**; as, *Good men are happy*.

Notes on the Use of Adjectives.

1. **A** is used before words commencing with a *consonant-sound*;—**an**, before words commencing with a *vowel* or an *h-mute*; as, *A good boy*; *an old man*; *an honest boy*.

2. When several adjectives are construed with the same word, but refer to different objects, the article must be repeated with each of them; as, *A red and a white flag*, that is, *a red flag and a white flag*, two different flags being meant. *A red and white flag* would mean one object of different colors.

3. All pronouns and verbs agreeing with a noun modified by **a** or **an**, **each**, **every**, **either**, **many-a**, **this**, **that**, **one**, **another**, and the cardinal number **one**, must be in the singular number; as, *Every man to his tent, O Israel!*

4. The Article **the** is used

- (a.) With a superlative when predicated: as, *Achilles was the bravest of the Greeks*.
- (b.) In Scottish writings, with the names of celebrated persons; as, *The Bruce, the Douglass*.
- (c.) When several adjectives are used to express a climax; as, *The generous, the valiant, the patriotic Washington*.

314. Since some Distributives and Definitives require the noun agreeing with them to be in the singular number, and others in the plural number, (See § 110, I. III) we infer

RULE VI.

A noun modified by a DISTRIBUTIVE or DEFINITIVE must agree with it in NUMBER; as, This man, THESE men.

FORMULA VI.

**Species? Person? Number? Agreement? Rule VI.
Gender? Construction? Case? Rule?**

315. The Complex (or Logical) subject or predicate is the grammatical subject or predicate with its modifiers; as, *The learned pagans ridiculed the Jews for being a credulous people.* Here *the learned pagans* is the **complex** (or **logical**) subject, and *ridiculed the Jews for being a credulous people* is the **complex** (or **logical**) predicate.

NOTE 1.—A friend of mine suggests that the following distinction should be made with regard to the predicate. Take, for instance, the sentence, **John writes his copy diligently.**

Writes	= <i>Simple Predicate.</i>
Writes his copy	= <i>Limited</i> “
Writes diligently	= <i>Modified</i> “
Writes his copy diligently	= <i>Complex</i> “

He very justly remarks that any one of the above forms is the logical predicate, the term *logical* being *generic*. But as we apply the term *complex* to any element that has one or more subordinate elements depending upon it, the distinction is of little practical value. The term *logical*, however, is NOT synonymous with *complex*, and hence should not be used.

NOTE 2.—In the sentences, (1.) *John is good*, and (2.) *The good man is happy*, the word *good* is joined to the noun representing the object to which it refers in different ways. Logicians would call the first *good* the *predicate*; the second, the *attribute*. They further say that *good*, in the second sentence, is the *invariable characteristic of a class*. But as Bullion, Green, and teachers generally, use the term **attribute** in a technical sense to denote any word or combination of words *used with the copula*, to affirm something of the subject, I did not feel justified in using the term otherwise. Besides, there is a subtle fallacy in regarding *good* as the class characteristic. The article **THE** changes the character of the expression, which, however, is ambiguous. If it expresses a class, **THE** is used in a **generalizing** sense (§ 104, 1, b.), and the expression has a class character; but, if **THE** refers to a previously mentioned or well-known object, the expression points out some **particular** man, just as the word *John* does, and no longer distinguishes a class, but designates an individual.

316. An **Adjective** element is any word or combination of words answering the question, *What kind? how many? or, whose?*

317. I. Models of Analysis and Parsing.

(1.) *That horse is his.*

Analysis.

That horse is his is a simple categorical proposition, of which *that horse* is the subject, being complex, of which *horse* is the *basis*, marked definite by *that*, an adjective element of the first class; *is his* is the predicate of which *is* is the copula and *his*, the attribute.

Parsing.

That is a Definitive adjective of the demonstrative kind, in the singular number, is used to show that the object to which it refers is remote from the speaker, and refers to *horse* with which it is construed, according to Rule V: *The adjective must be construed with the word representing the object to which it refers.*

Horse is a common noun, of the third person, and is in the singular number, to agree with *that*, according to Rule VI: *A noun modified by a Distributive or Definitive must agree with it in number.* It is of the masculine gender, and is construed as the subject of *his*, and must therefore be in the nominative case, according to Rule I: *The subject, &c.*

Is is a copulative verb, principal parts, *be, was, been*, of the strong conjugation, indicative mode, present tense, common form, and of the third person, singular number, to agree with its subject *horse*, according to Rule II: *The finite verb must agree with its subject in person and number.*

His is an *adjectival personal pronoun*, is used to show that the object *horse* to which *his* REFERS is possessed by the object which *his* REPRESENTS; it is of the third person, singular number and masculine gender, to agree with an object of like qualities present to the mind, according to Rule III: (*Repeat Rule*). It is used with *is* to form the predicate, and refers to *horse*, with which it is construed, according to Rule V: (*Repeat Rule*).

Ex. 2. *The wise are happy.*

Analysis.

This is a simple categorical proposition, of which *the wise* is the subject, being complex, of which *wise* is the basis, distributed by *the*, an adjective element of the first class; *are happy* is the predicate, of which *are* is the copula and *happy*, the attribute.

Parsing.

The is a Distributive adjective of the article kind, it is used with the word *wise* to show that it is taken in a general sense, (that is, that it includes all of its class) and refers to *good*, with which it is construed, according to Rule V. (*Repeat the Rule.*)

II. Examples for Analysis and Parsing.

1. Every good student is diligent
2. That beautiful bay horse is mine.
3. Few religious men are unhappy.
4. Several learned men were senators.
5. Other students are more studious.
6. Three interesting children died.

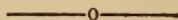
III. Examples in False Syntax.

1. Them beautiful gray horses is ourn.
2. Three foot makes a yard.
3. A thousand millions are a billion.
4. A half-dozen dozens is six-dozen dozens.
5. Three pairs of stockings was in the box.
6. Deers is handsome animals.
7. Three yokes of oxen were in each plow.
8. This here book belongs to Dick.
9. That there slate is Sams.

IV. Let the student write sentences containing the words mentioned in Section 110, and illustrate the principles contained in this Lesson.

Outline 27.**Adjectives
as
Modifiers.**

1. Species. I, II, III.
2. Notes. 1, 2, 3, 4 *a, b, c.*
3. Rules and Formula VI.
4. Note 1, 2. Models.

**LESSON XXXV.****Adjective Constructions. Possessive Case.**

318. Nouns and pronouns are used to express the following relations, viz.:

- (a.) **Agency;** as, *SOLOMON's temple.*
- (b.) **Adaptation;** as, *LADIES' gloves.*
- (c.) **Kindred;** as, *PETER'S WIFE'S mother.*
- (d.) **Measure;** as, *A HAND'S breadth.*
- (e.) **Possession or Property;** as *JOHN'S slate.*
- (f.) **Source;** as, *The SUN'S rays.*
- (g.) **Time;** as, *the Thirty YEARS' war.*
- (h.) **Weight;** as, *A POUND'S weight.*

NOTE.—The forms of the possessive, or genitive case in *Anglo-Saxon*, *Semi-Saxon* and *Compound English* are presented below.

*Anglo-Saxon.**Semi-Saxon.*

VOWEL DECLENSION.

	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m.</i>	<i>f.</i>	<i>n.</i>
<i>Singular.</i>	es	e	es	es	e	es
<i>Plural.</i>	a	ena	a	e	en(e)	e

INDEFINITE DECLENSION.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Any gender.</i>	an	ena	en

CHAUCER (*Compound English*) used the syllable **es** to form the possessive case in the singular, and **s**, (or **es** pronounced **s**), to form the plural if the nominative plural did not end in **es**. CAPER HIS, contracted into CAPERES, was used as the possessive case of a proper name, just as uneducated persons now write *John his book* for *JOHN'S BOOK*.

319. In each of the above examples, the *noun* or *pronoun* is placed before a noun to express some external limitation, and invariably assumes the possessive form. Hence, we infer

RULE VII.

A NOUN or PRONOUN, placed before a noun to LIMIT it, must be in the possessive case. as, OUR NEIGHBOR'S bees.

FORMULA VII.

Species? Person? Number? Gender? Construction? Case? Rule?

NOTE 1.—If two or more objects possess a thing *conjointly*, the sign ('s, s' or ') is suffixed to the latter only; as, *Parker and Watson's Readers*. But, if a number of objects possess different things of the same name, the sign of possession must be suffixed to each noun; as, *Webster's, Walker's and Worcester's Dictionary*, that is, *Webster's Dictionary, Walker's Dictionary and Worcester's Dictionary*.

REMARK.—The reason of this will be more fully explained when *abridgment* is considered.

NOTE 2.—When two or more nouns are in apposition and form a *complex name*, the sign of possession is suffixed to the latter only; as, *John the BAPTIST's head, Thomas JEFFERSON's Works*.

NOTE 3.—A noun or pronoun preceding a participle, governed by a preposition, must be in the possessive case; as, *There is a chance of HIS retrieving his fortune*.

NOTE 4.—When the object possessed is obvious, the noun denoting it is not expressed; as, *I stopped at Dr. GERRY'S = DR. GERRY'S DRUG STORE*.

REMARK.—Note particularly the difference of meaning in the two following sentences, viz:

- (1.) This is a picture of my friend.
- (2.) This is a picture of my friend's.

The former means a picture *representing* my friend; the latter, one *belonging* to him.

NOTE 5.—In disposing of sentences like the following, a little **transposition** will free them from *anomalies* and render them

more euphonious, viz: *At Smith's, the bookseller*—*At Smith's bookstore*; *Her Majesty Queen Victoria's government*—*the government of Her Majesty Queen Victoria*; *The Bishop of Landaff's residence*—*the residence of the Bishop of Landaff*; *The Captain of the Fulton's wife died yesterday*—*the wife of the Captain of the Fulton died yesterday*; *Mr. Crawford's Report, the Secretary of the Treasury*—*the Report of Mr. Crawford, Secretary of the Treasury*; *This is a picture of my friend's*—*this picture belongs to my friend*; *That horse is John's*—*that is John's horse*; *This is a sword of Washington's*—*this is Washington's sword*.

NOTE 6.—The adjectival personal pronouns, *mine, ours; thine, yours; his, hers, its, theirs*, are not in the possessive case, but are construed as adjectives denoting possession. In solemn discourse or poetical language, however, *mine* and *thine* are used for the possessives *my* and *thy*.

REMARK.—The noun or pronoun in the possessive case is an adjective element of the first class.

320. I. Models of Analysis and Parsing.

(1.) *His lesson is difficult.*

Analysis.

His lesson is difficult is a simple categorical proposition, of which *his lesson* is the subject, being complex, of which *lesson* is the basis modified by *his*, an adjective element of the first class; *is difficult* is the predicate, of which *is* is the copula and *difficult*, the attribute.

Parsing.

His is a personal pronoun, of the third person, singular number, masculine gender, to agree with some object of like qualities present to the mind, according to Rule III: *The pronoun must be in the same person, number and gender as the object which it represents.* It is placed before the word *lesson* to limit it, and must therefore be in the possessive case, according to Rule VII: *A noun or pronoun placed before a noun to limit it, must be in the possessive case.*

(2.) *John's hat is old.*

John's is a proper noun, of the third person, singular number, masculine gender, is placed before the noun *hat* to limit it, and must therefore be in the possessive case, according to Rule VII: *A noun or pronoun placed before a noun to limit it, must be in the possessive case.*

II. Examples for Analysis and Parsing.

1. The rook's nest is empty.
2. My task is difficult.
3. Our books are interesting.
4. Henry's farm is productive.
5. William's flowers are beautiful.
6. Our George is a fine boy.
7. John's lessons are abstruse.
8. The man's hand was leprous.
9. The king's council was unanimous.
10. The nation's glory is great.
11. Peter's wife's mother was sick.

III. Examples in False Syntax.

1. I will not destroy the city for ten sake.
2. Brown, Smith, and Jone's wife went shopping.
3. Some of Æschylus' and Euripides' plays open thus.
4. Augustus's* speech was eloquent.
5. Mr. McCulloch, the Secretary of the Treasury's Report.
6. John's the Baptist's head was brought.
7. I stopped at Smith's, the confectioner's.

IV. Write ten sentences containing a noun or pronoun in the possessive case. The student should endeavor to illustrate in these sentences, all the principles of the Lesson.

Outline 28.

- Possessives** {
1. Relations. *a, b, c, d, e, f, g, h.* Note.
 2. Rule and Formula.
 3. Notes. *1, 2, 3, 4, 5, 6.* Remark.
 4. Models.

* The s may be omitted when two successive syllables contain an s-sound, and the next word begins with s.

LESSON XXXVI.

Adjective Constructions. Apposition,

321. A noun placed after a noun or pronoun to identify it, is said to be in apposition, and the word thus apposed is a general term expressing the *class, office, relation, &c.*, which distinguishes the object referred to by the apposed noun from other objects of the same name; as, *Paul the APOSTLE*; *Paul the SECOND*.

322. The noun in *apposition* is generally of the nature of a *title*, and hence must have the same gender and number, and, as it forms part of a complex name, it is in the same construction, and must be in the same case; as, *Ferdinand and Isabella, king and queen of Castile and Leon*.

Hence, we infer

RULE VIII.

A NOUN placed after a noun or pronoun to identify it, must be in the same number, gender and case; as, Darius the KING.

FORMULA VIII.**Species? Person? Use? Number, Gender and Case? Agreement? Rule?**

NOTE 1.—A noun is sometimes in apposition with a sentence; as, *He offered to assist me;—a FAVOR which I highly appreciated.*

NOTE 2.—Sometimes a word expressing a part, is made to agree with a word expressing the whole; as, *THEY fled; SOME, one way; OTHERS, another; the Articles A and THE.*

NOTE 3.—Sometimes a word modified by a *distributive pronominal adjective* is in apposition with a plural noun; as, *THEY fled;—EACH MAN to his tent.*

NOTE 4.—An adjective designating a title is often in apposition with a noun; as, *Alexander the GREAT; Henry IV.*

323. I. Models of Analysis and Parsing.

(1.) *Milton, the great English poet, was blind.*

Analysis.

Milton, the great English poet, was blind, is a simple categorical proposition, of which *Milton, the great English poet*, is the subject, being complex, of which *Milton* is the basis, modified by *the great English poet*, an adjective element of the first class, being complex, of which *poet* is the basis, marked definite by *the* and modified by *great* and *English*, adjective elements of the first class; *was blind* is the predicate, of which *was* is the copula, and *blind*, the attribute.

Parsing.

Poet is a common noun, of the third person, and is in the singular number, masculine gender and nominative case, to agree with the noun *Milton*, which it identifies, according to Rule VIII: *A noun placed after a noun or pronoun to identify it, must be in the same number, gender and case.*

II. Examples for Analysis and Parsing.

1. Henry the Fourth was an excellent king.
2. The patriarch Abraham was accounted faithful.
3. The emperor Nero was a cruel tyrant.
4. William the Conqueror defeated Harold, the Saxon king.
5. The disciple John was beloved.
6. The proto-martyr Stephen was a holy man.

III. Examples in False Syntax.

1. Mary, the doctor, is sick.
2. James, the witch, was dishonest.
3. Jane, the sloven, is a tutor.
4. Francis, the queen, was dethroned.
5. Clara, the swain, was young.

IV. Write ten sentences illustrating the principles enunciated in this lesson. The apposed part, unless short, must be separated by a comma before and after it.

Outline 29.

APPOSITIVES.

- | | |
|---|---------------------------|
| { | 1. Rule and Formula VIII. |
| | 2. Notes, 1, 2, 3, 4. |
| | 3. Models. |

LESSON XXXVII.

Construction of Adverbs.

324. Adverbs are used

- (1.) To limit an attribute as to *time*, *place* or *manner*; as, *John wrote YESTERDAY*; *Mary was THERE*; *Jane studied DILIGENTLY*.
- (2.) To express the modality of the copula; as, *He is NOT dead, but sleepeth*.
- (3.) To express degree; as, *He is VERY diligent*

325. The position of the adverb is

- (1.) After the copula; as, *He is NOT here*.
- (2.) After the imperfect and compound tenses of the common and progressive forms of the verb; as, *The sails were shaking VIOLENTLY*; *the head-yards swung up HEAVILY*; *he will learn it READILY*.
- (3.) Before the participle in the passive form and perfect tenses of the verb; as, *The sails were ALREADY brought within the folds*.
- (4.) Before the adjective or adverb which it limits; as, *Henry is VERY studious*.

326. The natural position of the adverb is before the word which it limits, but, the relation between the subject and copula being more intimate than that between any other elements, it becomes necessary to place it as described in Section 325, 1 and 2. But when it is emphatic, it seems to form an integral part of the predicate, and is placed before the imperfect tenses of the common and progressive forms of the verb; as, *I REALLY believe some people save their bright thoughts*; *the gentlemen GALLANTLY attended their fair ones*; *the gentlemen ALTERNATELY nibbled and sipped*. In these and similar cases the adverb seems to express rather some limitation of the signification of the verb in its *inherent nature* than any *external limitation* of place, time or manner; as, *His first poems were received with a contempt which they did not ABSOLUTELY deserve*; *our enemies USUALLY teach us what we are*.

Hence, we infer

RULE IX.

The adverb must be construed with the word which it modifies.

FORMULA IX.

Species? Comparison? Degree? How used? Construction? Rule?

327. Any word or combination of words, answering the question, *when?* *where?* *why?* or *how?* is an **adverbial element**.

REMARK.—The errors commonly made in the use of adverbs are

1. Using the wrong word, viz: **never** for **ever**, **no** for **not** or **any**, **most** for **almost**, **mighty** for **very**, **where** for **whither** or **whence**, **there** for **thither** or **thence**, **here** for **hither** or **hence**, **some** or **something** for **somewhat**, **as** for **so**.
2. Using an adjective instead of an adverb; as, *The pen does not write good.*
3. Using two negatives; as, *She will never grow no taller.*

328. I. Models of Analysis and Parsing.

(1.) *Good pupils study diligently.*

Analysis.

Good pupils study diligently is a simple categorical proposition, of which *good pupils* is the subject, being complex, of which *pupils* is the *basis*, modified by *good*, an adjective element of the first class; *study diligently* is the predicate, being complex, of which *study* is the *basis*, modified by *diligently*, an adverbial element of the first class.

Parsing.

Diligently is an adverb of manner, compared, *diligently, more diligently, most diligently*, of the positive degree, is used to show *how* good *pupils study*, and modifies *study* with which it is construed, according to Rule IX: *The adverb must be construed with the word which it modifies.*

(2.) *John came yesterday.*

Parsing.

Yesterday is an adverb of time, is used to limit the predicate, and modifies *came*, with which it is construed, according to Rule IX.

- (3.) *He writes very rapidly.*

Parsing.

Very is an adverb of degree, is used to form the superlative absolute degree, and modifies *rapidly*, with which it is construed, according to Rule IX.

II. Examples for Analysis and Parsing.

1. I will write to-morrow.
2. His heart went *pit-a-pat*.
3. Her heart went *pity-Zekle*.
4. He will certainly come.
5. The most worthless things are sometimes most esteemed.
6. They left early yesterday morning.
7. The boy ran very rapidly.

III. Examples in False Syntax.

1. All their neighbors were not invited.
2. Theism can only be opposed to polytheism.
3. He is thought to be generally honest.
4. It is impossible to be continually at work.
5. I don't know nothing about your affairs.
6. It rains most every day.

IV. Write ten sentences containing adverbs of the different kinds.

Outline No. 30.
ADVERBS.

- | | |
|---|----------------------------------|
| { | 1. Uses, 1, 2, 3. |
| | 2. Position, 1, 2, 3, 4. Remark. |
| | 3. Rule and Formula IX. |
| | 4. Errors, 1, 2, 3. |
| | 5. Models. 1, 2, 3. |

LESSON XXXVIII.

Transitive Verb. Objective Element.

329. A **Definite Transitive** verb (§ 290) asserts an activity of its subject as terminating in or on some object; as, *George writes letters.*

REMARK.—The word representing the object affected by a complementary verb, is called its **COMPLEMENT**.

330. Any word or combination of words answering the question *what?* or, *whom?* after the verb, is an **OBJECTIVE ELEMENT**.

NOTE.—There are four kinds of complements, viz:

1. *After Intransitive verbs*, representing
 - a. The object of kindred signification; as, *He ran a race;*
He sang a hymn.
 - b. The causative object; as, *He walks his horse* = *causes his horse to walk.*
2. *After Complementary verbs*, representing
 - a. The direct object; as, *John struck George;* *John gave George an apple;* *They called him George.*
 - b. The indirect object; as, *John gave George an apple;* *He ate of the fruit.*

331. As the form of the word, used as a complement of a verb, is invariably the same, and as grammarians term the form thus used the objective case, we infer

RULE X.

The complement of the verb must be in the objective case;
as, *John struck him.*

FORMULA X.

Species? Person? Number? Gender? Construction? Case? Rule?

332. I. Models of Analysis and Parsing.

(1.) *William studies grammar.*

Analysis.

William studies grammar is a simple categorical proposition, of which *William* is the *subject* and *studies grammar* is the *predicate*, being complex, of which *studies* is the *basis*, modified by *grammar*, an objective element of the first class.

Parsing.

Grammar is a common noun, of the third person, singular number, neuter gender, and is construed as the complement of *studies*, and must therefore be in the objective case, according to Rule X: *The complement of the verb must be in the objective case.*

II. Examples for Analysis and Parsing.

- | | |
|-----------------------------|---------------------------|
| 1. Dogs bite strangers. | 5. Merchants sell goods. |
| 2. Wolves catch lambs. | 6. Horses draw carriages. |
| 3. Lightning strikes trees. | 7. Wealth produces pride. |
| 4. Misers love gold. | 8. I shall see him. |

III. Examples in False Syntax.

1. Who did you invite?
2. Who shall he send?
3. Who shall I put in such a place as this?
4. Let Mary send you and I.
5. Tell me who you mean.
6. Ye only have I known.
7. Let thou and I the battle try.
8. Him you should punish; not I, who am innocent.

- IV. Write ten sentences containing a subject, verb and complement.

- | | |
|------------------------|-------------------------------------|
| 1. Complements. | a. Object of kindred signification. |
| | b. Causative object. |
| | c. Direct object. |
| | d. Indirect object. |
| 2. Rule and Formula X. | |
| 3. Models. | |

LESSON XXXIX.

Prepositions. Phrases.

333. A **Preposition** is a connective which joins words representing related things; as, *The fort stood on the hill*.

REMARK.—The words representing the related things must always be expressed.

334. Every Preposition must have a word or combination of words after it to complete its meaning; as, *The sugar is in THE CELLAR*; *from WHAT HE SAID*, *I inferred that he had been there*.

REMARK.—What follows the preposition is termed its **complement**.

335. A Preposition and its complement used as an element of discourse is termed a **Phrase**; as, *A man OF INTEGRITY always succeeds*.

336. A Phrase is **COMPLEX** when its complement consists of more than one word; as, *Lincoln died IN THE HIGHT OF HIS GLORY*.

337. Phrases are of three kinds, viz:

- (1.) **Substantive**; as, *FROM ANNVILLE TO LEBANON is five miles*.
- (2.) **Adjective**; as, *The emperor OF RUSSIA is dead*.
- (3.) **Adverbial**; as, *The apples are IN THE CELLAR*.

338. A **Substantive Phrase** may denote

- (a.) Tendency from one point to another; as, *FROM SHREWSBURY TO BALTIMORE is 34 miles*.
- (b.) Position; as, *John said to his son, Drive the dog from UNDER THE TABLE*.
- (c.) An Indefinite Number as, *ABOUT TWENTY were present*.

339. An **Adjective Phrase** may denote

- (a.) Quality ; as, *A man OF INTEGRITY.*
- (b.) Place or time ; as, *The mill ON THE FLOSS; flowers IN SPRING.*
- (c.) Cause or Source ; as, *A good hope THROUGH GRACE.*
- (d.) Possession or kindred ; as, *The brother OF JAMES.*
- (e.) Approximation ; as, *The house AT THE GAP.*
- (f.) Tendency or fitness ; as, *Sin UNTO DEATH.*
- (g.) Exclusion ; as, *A man WITHOUT ARMS; all BUT HIM.*

340. An **Adverbial Phrase** may denote

1. *Place.*

- (a.) Position ; as, *He is ACROSS THE STREAM.*
- (b.) Direction ; as, *He went TOWARD THE WOODS.*
- (c.) Origin ; as, *He came FROM TEXAS.*

2. *Time.*

- (a.) A Point ; as, *He came AT TWELVE O'CLOCK.*
- (b.) A Period ; as, *He remained DURING A SESSION.*
- (c.) Frequency ; as, *He comes ON TUESDAYS AND THURSDAYS.*

3. *Cause ;* as, *He went FOR THE PHYSICIAN.*

4. *Manner.*

- (a.) Quality ; as, *She went WITH HIM.*
- (b.) Quantity ; as, *John is older THAN GEORGE.*

NOTE.—For full classification, see §'s 212–219.

341. A Preposition shows the relation of one object to another, and at the same time connects the words representing these objects. Hence, we infer

RULE XI.

A PREPOSITION connects words representing RELATED things.

FORMULA XI.

Species? Connects what words? Rule XI.

342. The word used to complete the meaning of a preposition invariably assumes the objective form. Hence we infer

RULE XII.

The complement of a preposition must be in the objective case.

FORMULA XII.

Species? Person? Number? Gender? Construction? Case? Rule XII.

343. I. Models of Analysis and Parsing.

1. *The old oak is loaded with a flock of singing blackbirds.*

Analysis.

This is a simple categorical proposition, of which *the old oak* is the subject, being complex, of which *oak* is the basis, marked definite by *the* and modified by *old*, adjective elements of the first class; *is loaded with a flock of singing blackbirds* is the predicate, being complex, of which *is loaded* is the basis, modified by *with a flock of singing blackbirds*, an adverbial element of the second class, of which *with* is the connective, and *a flock of singing blackbirds*, the objective part, being complex, of which *flock* is the basis, distributed by *a*, an adjective element of the first class, and modified by *of singing blackbirds*, an adjective element of the second class, of which *of* is the connective, and *singing blackbirds* the objective part, being complex, of which *blackbirds* is the basis, modified by *singing*, an adjective element of the first class.

Parsing.

With is a preposition, and shows the relation of *flock* to *loaded*, which words it connects, according to Rule XI: *A preposition connects words representing related things.*

Flock is a collective noun, of the third person, singular number, neuter gender, and is construed as the complement of the preposition *with*, and must therefore be in the objective case, according to Rule XII: *The complement of a preposition must be in the objective case.*

Of is a preposition, and shows the relation of *blackbirds* to *flock*, which words it connects, according to Rule XI: *The preposition connects words representing related things.*

Blackbirds is a common noun, of the third person, plural number, neuter gender, and is construed as the complement of the preposition *of*, and must therefore be in the objective case, according to Rule XII: *The complement of a preposition must be in the objective case.*

II. Examples for Analysis and Parsing.

1. Mine are the gardens of earth and sea.
2. The stars themselves have flowers for me.
3. Mary went from New York to Norfolk in the cars.
4. The anchor clung to the rock with tenacity.
5. I kept my eye upon the receding mass of ice.
6. We ran to the dark spot in the center of the mass.
7. A movement of the tide set the ice in motion.
8. Thou hast kept thy word with me to the last moment.
9. A yell of indignation sounded on all sides.
10. He fell dead at the feet of the white woman by a blow of the tomahawk.

III. Examples in False Syntax.

1. This is between he and I.
2. Who do you clerk for?
3. They who much is given to, will have much to answer for.
4. Who is that boy talking to?
5. Who shall I direct this letter to?
6. I don't know who his daughter married.
7. Who did he receive that intelligence from?
8. I hope it is not I he is displeased with.
9. It is not I he is engaged with.
10. To poor we there is not much hope remaining.
11. The person who I traveled with sold his horse.
12. He laid the blame on hisself.

IV. Write ten sentences illustrating the principles discussed in this Lesson.

Outline No. 32.

PHRASES.

- | | |
|---|--|
| 1. Parts. | $\left\{ \begin{array}{l} a. \text{ Preposition.} \\ b. \text{ Complement.} \end{array} \right.$ |
| 2. Kinds. | $\left\{ \begin{array}{l} a. \text{ Substantive.} \\ b. \text{ Adjective.} \\ c. \text{ Adverbial.} \end{array} \right.$ |
| 3. Rules and Formulas, XI and XII. | |
| 4. Models. | |
-

LESSON XL.

Infinitives and Participles.

344. Infinitives and Participles are used in three ways, viz.:

- I. As **Substantives.**
- II. As **Modifiers.**
- III. To **Abridge Discourse.**

345. The **Infinitive** is used

1. **Substantively**, viz.:

- a. As Subject; as, *To love is pleasant.*
- b. As Appositive; as, *Time to come is called future.*
- c. As Attribute; as, *To be good is to be happy.*
- d. As the Complement of a verbal adjective; as, *He was desirous to go.*
- e. As the complement of an inceptive verb; as, *He tries to learn.*

2. Adverbially.

- a. After a verb of motion to show its design; as, *He went to visit his brother.*
- b. To express purpose; as, *The cavalry were sent to reconnoiter.*
- c. To denote excess or defect; as, *He was too sick to sit up.*

3. To Abridge Discourse.

- a. With a Substantive Connective; as, *He knows how to do it.*
- b. With a subject in the objective case; as, *He told him to go.*

346. The **Participle** is used

1. Substantively, viz:

- a. As the subject of a finite verb; as, *STEALING is base.*
- b. As an Attribute equivalent to the subject; as, *SEEING is BELIEVING.*
- c. As the Complementary object; as, *We should avoid BREAKING a promise; He was killed by FALLING from his horse.*

2. Adjectively; as, *The roaring billows terrify the trembling passengers.*

3. To Abridge Discourse.

- a. With a noun or pronoun in the nominative as its subject, forming the **Absolute Construction**; as, *The door being open, the thief escaped.*
- b. Referring to the subject, attribute or complement, forming the **Conjunctive Participial Construction**; as, *Ireland is an island, bounded on the west by the Atlantic ocean.*
- c. With a preposition instead of a **Clause**; as, *On approaching the house, I saw that it was on fire; They could not be restrained from hurling darts; I heard of his coming.*

347. *Infinitives and Participles present the idea of the verb without limitation, but ALWAYS refer to some subject.*

348. Whenever the subject of an infinitive is expressed, it is in the objective case. Hence, we infer

RULE XIII.

The SUBJECT of the Infinitive must be in the OBJECTIVE CASE; as, He told HIM to go.

FORMULA XIII.

Species? Person? Number? Gender? Construction? Case? Rule XIII.

REMARK.—Whenever an infinitive is used as the subject of another verb, and its subject is expressed, that subject must be preceded by the preposition **for**; as, *FOR ME to live is Christ.*

349. Sometimes clauses are abridged, the connective being changed into a preposition, the subject being put in the possessive case, and the verb being changed into a participle; as, *I was not aware OF HIS COMING = THAT HE WOULD COME;* *Possessed BEYOND THE MUSE'S PAINTING = WHAT THE MUSE COULD PAINT.* Hence, we infer

RULE XIV.

The SUBJECT of a PARTICIPLE, GOVERNED BY A PREPOSITION, must be in the POSSESSIVE case.

FORMULA XIV.

Species? Person? Number? Gender? Agreement? (Rule III.) Construction? Case? Rule XIV.

350. After certain verbs, subordinate propositions are frequently abridged by omitting the connective and changing the subject into the objective form, and the verb into the participial form; as, *We saw THEM APPROACHING US = THAT THEY WERE APPROACHING US.* Hence, we infer

RULE XV.

The SUBJECT of the COMPLEMENTARY participle must be in the OBJECTIVE case.

FORMULA XV.

Species? Person? Number? Gender? Agreement?
Rule III. Construction? Case? Rule XV.

351. **Infinitives, Participles** and **Imperatives** always refer to some subject, to which they attribute an activity, a passivity, or a simple mode of existence, in a subordinate way. Hence, we infer

RULE XVI.

The INFINITE verb DEPENDS on the word to which it REFERS.

FORMULA XVI.

Species? Principal Parts? Conjugation? Form and Condition? Reference? Dependence? Rule XVI.

352. I. **Models of Analysis and Parsing.**

Ex. 1. *To love is pleasant.*

Analysis.

To love is pleasant is a simple categorical proposition, of which *to love* is the *subject*, being an abridged proposition, of which the connective and subject are omitted and the verb changed into the infinitive form; *is pleasant* is the *predicate*, of which *is* is the *copula*, and *pleasant*, the *attribute*.

Parsing.

To love is an indefinite transitive verb, principal parts, *love, loved, loved*, of the weak conjugation; it is the present active infinitive, and refers to some indefinite subject, on which it depends, according to Rule XVI: *The infinitive verb depends on the word to which it refers.*

Ex. 2. *The general sent him to reconnoiter.*

Analysis.

This is a complex categorical proposition, of which *the general* is the *subject*, being complex, &c.; *sent him to reconnoiter* is the *predicate*, being complex, of which *sent* is the *basis*, modified by *him to reconnoiter*, an abridged adverbial element of the third class, of which the connective is omitted, the subject is changed to the objective form, and the verb to the infinitive form.

Parsing.

Him is a personal pronoun, of the third person, singular number, masculine gender, to agree with some object of like qualities present to the mind, according to Rule III: *The pronoun must be in the same person, number and gender as the object which it represents*; it is construed as the subject of the infinitive *to reconnoiter*, and must therefore be in the objective case, according to Rule XIII: *The subject of the infinitive must be in the objective case*.

To reconnoiter is an indefinite transitive verb, principal parts, *reconnoiter*, *reconnoitered*, *reconnoitered*, of the weak conjugation; it is the present active infinitive, and refers to *him* on which it depends, according to Rule XVI: *The infinitive verb depends on the word to which it refers*.

3. *I heard of his coming.*

Analysis.

I heard of his coming is a complex categorical proposition, of which *I* is the subject, and *heard of his coming*, the predicate, being complex, of which *heard* is the basis, modified by *of his coming*, an abridged objective element of the third class, of which the preposition *of* is substituted for the connective, the subject is changed into the possessive form, *his*, and the verb is changed into the participial form, *coming*.

Parsing.

Of is a preposition, and shows the relation of *his coming* to *heard*, which words it connects, according to Rule XI: *The preposition connects words representing related things*.

His is a personal pronoun, of the third person, singular number, and masculine gender, to agree with an object of like qualities, according to Rule III: *The pronoun must be in the same person, number, and gender as the object which it represents*; it is construed as the subject of *coming*, and must therefore be in the possessive case, according to Rule XIV: *The subject of a participle governed by a preposition must be in the possessive case*.

Coming is an intransitive verb, principal parts, *come*, *came*, *come*, of the strong conjugation, it is the present active participle, and refers to *his* on which it depends, according to Rule XVI: *The infinite verb depends on the word to which it refers*.

4. *We saw them approaching us.*

Analysis.

We saw them approaching us is a complex categorical proposition, of which *we* is the *subject*, and *saw them approaching us*, the *predicate*, being complex, of which *saw* is the *basis*, modified by *them approaching us*, an abridged objective element of the third class, of which the connective is omitted, the subject is changed to the objective form *them*, and the verb to the participial form *approaching*, modified by *us*, an objective element of the first class.

Parsing.

Them is a personal pronoun, of the third person, singular number, and masculine gender, to agree with objects of like qualities, according to Rule III: (*Repeat Rule III.*) It is construed as the subject of the complementary participle *approaching*, and must therefore be in the objective case, according to Rule XV: *The subject, &c*

II. Examples for Analysis and Parsing.

1. The boy learned to write.
2. The girl was anxious to learn.
3. I heard Spurgeon preach.
4. I saw him fall.
5. They ordered him to leave.
6. I am pleased to see you knitting.
7. I saw him returning.
8. I heard of his dying.
9. They fled, pursued by our cavalry.
10. Truth, crushed to earth, shall rise again.
11. I ordered John to be punished.
12. I saw him standing on the corner.

III. Examples in False Syntax.

1. I insist on *him* staying with me.
2. I rely on *you* coming to-morrow.
3. What do you think of your *son* marrying?
4. His father was opposed to *him* going to Europe.

5. Much depends on this *rule* being observed.
6. Such will ever be the effect of *youth* associating with vicious companions.
7. What can be the cause of the *government* neglecting so important a matter.

IV. Exercises in Composition.

Write ten sentences illustrating the use of participles and infinitives.

Outline No. 33. INFINITIVES and PARTICIPLES.	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 30%;"> I. Uses. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 30%;"> Infinitives. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Substantively. <i>a, b, c, d, e.</i> 2. Adverbially. <i>a, b, c.</i> 3. To Abridge Discourse. <i>a, b.</i> </td></tr> <tr> <td style="vertical-align: top; width: 30%;"> Participles. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Substantively. <i>a, b, c.</i> 2. Adjectively. 3. To Abridge Discourse. <i>a, b, c.</i> </td></tr> </table> </td></tr> <tr> <td style="vertical-align: top; width: 30%;"> II. Constructions. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Objective-Subject. Rule and Formula XIII. 2. Possessive-Subject. Rule and Formula XIV. 3. Complementary-Participle. Rule and Formula XV. 4. Infinite Verb. Rule and Formula XVI. </td></tr> <tr> <td style="vertical-align: top; width: 30%;"> III. Models. 1, 2, 3, 4. </td><td style="vertical-align: top; width: 70%;"></td></tr> </table>	I. Uses.	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 30%;"> Infinitives. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Substantively. <i>a, b, c, d, e.</i> 2. Adverbially. <i>a, b, c.</i> 3. To Abridge Discourse. <i>a, b.</i> </td></tr> <tr> <td style="vertical-align: top; width: 30%;"> Participles. </td><td style="vertical-align: top; width: 70%; border-left: 1px solid black; padding-left: 10px;"> <ol style="list-style-type: none"> 1. Substantively. <i>a, b, c.</i> 2. Adjectively. 3. To Abridge Discourse. <i>a, b, c.</i> </td></tr> </table>	Infinitives.	<ol style="list-style-type: none"> 1. Substantively. <i>a, b, c, d, e.</i> 2. Adverbially. <i>a, b, c.</i> 3. To Abridge Discourse. <i>a, b.</i> 	Participles.	<ol style="list-style-type: none"> 1. Substantively. <i>a, b, c.</i> 2. Adjectively. 3. To Abridge Discourse. <i>a, b, c.</i> 	II. Constructions.	<ol style="list-style-type: none"> 1. Objective-Subject. Rule and Formula XIII. 2. Possessive-Subject. Rule and Formula XIV. 3. Complementary-Participle. Rule and Formula XV. 4. Infinite Verb. Rule and Formula XVI. 	III. Models. 1, 2, 3, 4.	
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III. Models. 1, 2, 3, 4.											

LESSON XLI.

Independent Elements.

353. The **Independent** Elements express peculiarities of thought and sentiment, and include certain

(1.) **Exclamative**
 (2.) **Idiomatic**
 (3.) **Abridged**

} **Forms.**

354. The Exclamative include

- (a.) A noun or pronoun representing an object addressed; as, *JOHN, bring me the book.*
- (b.) An Interjection; as, *ALAS! ALAS! fair Inez!*
- (c.) An Elliptical Exclamative sentence; as, *Mary exclaimed BEAUTIFUL! BEAUTIFUL!*

355. The Idiomatic include

- (a.) Expletives, Correlatives and Intensives; as, *THERE is a God; Now—THEN; VERILY, YEA.*
- (b.) Pleonasm; as, *The boy—oh! where was he?*
- (c.) A noun used independently to express *distance, manner, &c.*; as, *He is six YEARS old.*

356. The Abridged include

- (a.) A Participle or Infinitive used independently; as, *SEEING me, he hurried off; But TO PROCEED, I was there early.*
- (b.) An Adjective used absolutely after an Infinitive or Participle; as, *He was haunted with the dread of being POOR; The way to be HAPPY is to be GOOD.*
- (c.) A noun or pronoun and participle used **absolutely**; as, *The RAIN HAVING CEASED, we departed.*

357. As a noun or pronoun used independently or absolutely has the same form as the subject of a finite verb, we infer

RULE XVII.

A NOUN or PRONOUN used ABSOLUTELY or independently must be in the NOMINATIVE case.

FORMULA XVII.

Species? Person? Number? Gender? (If a pronoun, agreement and Rule III.) Construction? Case? Rule XVII.

358. As Particles are words used to express shades of thought and sentiment, but are not connected grammatically with other words, we infer

RULE XVIII.

PARTICLES and INDEPENDENT ELEMENTS have no grammatical RELATION to other words.

FORMULA XVIII.

Species? Use? Rule?

359. I. Models of Analysis and Parsing.

Ex. 1. *The rain having ceased, we departed.*

Analysis.

The rain having ceased, we departed is a complex categorical proposition, of which *we* is the subject; *departed, the rain having ceased* is the predicate, being complex, of which *departed* is the *basis*, modified by *the rain having ceased*, an abridged causal clause or adverbial element of the third class, of which the connective is omitted, *the rain* is the subject, being complex, of which *rain* is the *basis*, distributed by *the*, an adjective element of the first class; *having ceased* is the predicate, of which the auxiliary is changed into the participial form, *having*.

Parsing.

Rain is a common noun, of the third person, singular number, neuter gender, and is used absolutely with *having ceased*, and must therefore be in the nominative case, according to Rule XVII: *A noun or pronoun used absolutely or independently must be in the nominative case.*

Having ceased is an intransitive verb, principal parts, *cease, ceased, ceased*, of the weak conjugation; it is the perfect active participle, and depends upon *rain* to which it refers, according to Rule XVI: *The infinite verb depends on the word to which it refers.*

Ex. 2. There is a God.

Analysis.

There is a God is a simple categorical proposition, of which *a God* is the subject, being complex, of which *God* is the *basis*, distributed by *a*, an adjective element of the first class; *there is* is the predicate, of which *there is* is an expletive, and *is* is the predicate.

Parsing.

There is an expletive, a word used to render the sentence more euphōneous, and has no grammatical relation to the other words in the sentence, according to Rule XVIII: *Particles and independent elements have no grammatical relation to other words.*

Ex. 3. Mary, let Clara see you crocheting.

Analysis.

This is a complex imperative sentence, of which the independent element *Mary* is the subject, and *let Clara see you crocheting* is the predicate, being complex, of which *let* is the *basis*, modified by *Clara see you crocheting*, an abridged objective element of the third class, of which *Clara* is the objective-subject, and *see you crocheting* is the predicate, being complex, of which *see* is the *basis*, modified by *you crocheting*, an abridged objective element of the third class, of which the connective is omitted, the subject is changed into the objective form, and the verb into the participial form, *crocheting*.

Parsing.

Mary is a proper noun, of the second person, singular number, feminine gender; it represents an object addressed, and must therefore be in the nominative case, according to Rule XVI. *A noun or pronoun used absolutely or independently must be in the nominative case.*

Let is a Definite Transitive verb, principal parts, *let, let, let*, of the weak conjugation; it is the present imperative, and refers to *Mary* on which it depends, according to Rule XVI: *The infinite verb depends on the word to which it refers.*

Clara is a proper noun, of the third person, singular number, feminine gender, and is construed as the subject of the infinitive *see*, and must therefore be in the objective case, according to Rule XIII: *The subject of the infinitive must be in the objective case.*

See is a Definite Transitive verb, principal parts, *see, saw, seen*, of the strong conjugation; it is the present active infinitive (*to* being omitted after *let*), and refers to *Clara*, on which it depends, according to Rule XVI: *The infinite verb depends on the word to which it refers.*

You is a personal pronoun, of the second person, singular number, feminine gender, to agree with *Mary*, which it represents, according to Rule III: *A pronoun, &c.*; it is construed as the subject of the complementary participle, *crocheting*, and must therefore be in the objective case, according to Rule XV: *The subject of the complementary participle must be in the objective case.*

Crocheting is an indefinite transitive verb, principal parts, *crochet, crocheted, crocheted*, of the weak conjugation; it is the present active participle, and refers to *you* on which it depends, according to Rule XVI: *The infinite verb depends on the word to which it refers.*

NOTE.—The student should note the fact, that *let, see*, and *cocheting* are parsed by the same rule. This is because infinitives, participles and imperatives are in the same predicament, sustaining a relation of dependence.

II. Examples for Analysis and Parsing.

1. Hamlet and the Ghost.

Hamlet. It waves me still.

Go on, I'll follow thee.

Ghost. Mark me!

Hamlet. I will.

Ghost. My hour is almost come,

When I to sulphurous and tormenting flames
Must render up myself.

Hamlet. Alas, poor ghost!

Ghost. Pity me not, but lend thy serious hearing
To what I shall unfold.

Hamlet. Speak; I am bound to hear.

2. And God said, Let there be light.

REMARK.—**Let** depends upon **God**. This sentence cannot be satisfactorily explained by the old method of making the imperative agree with *thou* or *you* understood.

III. Examples in False Syntax.

1. Him coming in, we departed.
2. Esteeming themselves wise, they became fools.
3. Let them and we unite to oppose this growing evil.
4. They being the most injured, he had reason to love.

IV. Write ten sentences containing independent elements.

Outline No. 34.**INDEPENDENT ELEMENTS.**

- | | |
|---------------------------|---------------------------------|
| I. Kinds. | 1. Exclamative. <i>a, b, c.</i> |
| | 2. Idiomatic. <i>a, b, c.</i> |
| | 3. Abridged. <i>a, b, c.</i> |
| II. Rules, &c. | 1. Absolute Construction. XVII. |
| | 2. Particles. XVIII. |
| III. Models. | 1, 2, 3. Note. Remark. |

LESSON XLII.

Quantitative Complement.

360. A noun used without a preposition to express *distance*, *direction*, *extent*, *manner*, *measure*, *quantity*, *time*, *value* or *weight*, is put in the objective case without a governing word; as, *Willie slept four HOURS*. And since nouns thus used generally answer the questions, *How far?* *In what direction?* *How long?* *How much?* &c., the construction may appropriately be termed the **Quantitative Complement**. Hence we infer

RULE XIX.

The QUANTITATIVE COMPLEMENT must be put in the OBJECTIVE case without a governing word; as, John wears his cloak coat FASHION.

FORMULA XIX.

Species? Person? Number? Gender? Construction? Case? Rule XIX.

REMARK.—In Greek and Latin this construction is called the *Accusative of Limitation or Measure*.

361. I. Models of Analysis and Parsing.

Ex. 1. *The board is twelve feet long.*

Analysis.

The board is twelve feet long is a simple categorical proposition, of which *the board* is the subject, being complex, of which *board* is the basis, marked definite by *the*, an adjective element of the first class; *is twelve feet long* is the predicate, of which *is* is the *copula*, and *twelve feet long* is the attribute, being complex, of which *long* is the basis, modified by *twelve feet*, an independent adverbial element of the first class, being complex, of which *feet* is the basis, modified by *twelve*, an adjective element of the first class.

Parsing.

Feet is a common noun, of the third person, and in the plural number, to agree with *twelve*, according to Rule VI: *A noun modified*

by a Distributive or Definitive must agree with it in number. It is in the neuter gender, and is used as the quantitative complement, and must therefore be in the objective case, according to Rule XIX: *The quantitative complement must be put in the objective case without a governing word.*

Ex. 2. *The knife is worth a dollar.*

Analysis.

The knife is worth a dollar is a simple categorical proposition, of which *the knife* is the subject, being complex, of which *knife* is the basis, marked definite by *the*, an adjective element of the first class; *is worth a dollar* is the predicate, of which *is* is the copula, and *worth a dollar* is the attribute, being complex, of which *worth* is the basis, modified by *a dollar*, an independent adverbial element of the first class, being complex, of which *dollar* is the basis, distributed by *a*, an adjective element of the first class.

Parsing.

Worth is a descriptive adjective, of the qualifying kind, not compared; is used with *is* to form the predicate, and refers to *knife* with which it is construed, according to Rule V: *The adjective must be construed with the word representing the object to which it refers.*

Dollar is a common noun, of the third person, singular number, neuter gender; is used as the quantitative complement, and must therefore be in the objective case, according to Rule XIX: *The quantitative complement must be put in the objective case without a governing word.*

Ex. 3. *He went home.*

Analysis.

He went home is a simple categorical proposition, of which *he* is the subject and *went home*, the predicate, being complex, of which *went* is the basis, modified by *home*, an independent adverbial element of the first class.

Parsing.

Home is a common noun, of the third person, singular number, neuter gender; is used as the quantitative complement, and must therefore be in the objective case, according to Rule XIX: *The quantitative complement must be put in the objective case without a governing word.*

II. Examples for Analysis and Parsing.

1. I do not care a fig.
2. John is fourteen years old.
3. He is head and heart in love.
4. The ditch is fifteen feet deep.
5. John went home this morning.
6. The lady weighed ninety-nine pounds.
7. The army marched fifteen miles.
8. James walks dandy fashion.
9. His pantaloons are a world too wide.
10. He remained in Europe three years.
11. I was married ten years ago.
12. The horse was worth three hundred dollars.

III. Examples in False Syntax.

1. He is of six years old.
2. Mr. Drew presented the Methodists with \$500,000.
3. The board was of six feet long.
4. I will go on to-morrow.
5. Let a gallows be made of fifty cubits high.
6. To a man of forty or fifty years old.

IV. Write ten sentences containing quantitative complements.

Outline **35.** { 1. Relations expressed.
 2. Rule and Formula XIX.
 3. Models. 1, 2, 3.

LESSON XLIII.

Transito-Dative Verbs.

362. Thus far but four species of verbs have been treated, viz: *Intransitive*, *Copulative*, *Indefinite Transitive* and *Definite Transitive*. There remain four species yet to be examined, viz: *Transito-Dative*, *Transito-Copulative*, *Transito-Partitive* and *Inceptive*.

363. A **Transito-Dative Verb** asserts an activity which affects two objects, the one denoting what is done to or for the other; as, *James GAVE me a dollar*.

NOTE 1.—The following and verbs of similar meaning belong to this species, viz: *Ask, bring, buy, carry, deny, do, draw, find, get give, lend, leave, make, order, pass, play, present, promise, provide, refuse, sell, send, sing, show, teach, tell, throw and write*.

NOTE 2.—A sentence containing a *Transito-Dative* verb may take one of four forms, viz:

1. William taught me grammar.
2. William taught grammar to me.
3. Grammar was taught to me.
4. I was taught grammar.

NOTE 3.—Of the two complements which follow *Transito-Dative* verbs, the one denoting that *to* or *for* which anything is done, is called the *indirect complement*; the one denoting what is done is called the *direct complement*.

NOTE 4.—The relative position of the direct and the indirect complements depends on their nature. The natural order of construction is to place the indirect first, but this order is reversed, when the indirect complement has more quantity or is a longer word than the direct complement. Observe the difference in the following sentences:

- (1.) *John gave HIM A DOLLAR.*
- (2.) *John gave IT TO HIM.*

In the second sentence, STRENGTH requires that the *indirect complement* should be placed after the *direct complement*. The student

should note the fact, that whenever the *indirect* follows the *direct*, it must be preceded by a preposition. When the indirect complement is preceded by *for*, it is always placed after the direct object; as, *He gave a DOLLAR FOR IT.*

NOTE 5.—When the verb takes the passive form, either object may become the subject; as, GRAMMAR *was taught ME*; or, *I was taught GRAMMAR*, the latter being the preferable form on account of strength. Whenever the verb is changed to the passive form and the indirect complement made the subject, the direct complement remains in the *objective case*. In the above sentence, the word *grammar* is used to *complement* the verb *taught*, and should be parsed by Rule X. This construction is identical with the Latin, *Ego rogatus sum sententiam*, or the Greek, 'Ερωτώματ τὴν γνῶμην = I WAS ASKED MY OPINION.

364. I. Models of Analysis and Parsing.

Ex. (1.) *John gave GEORGE a DOLLAR.*

Analysis.

John gave George a dollar is a simple categorical proposition, of which *John* is the subject, and *gave George a dollar* is the predicate, being complex, of which *gave* is the *basis*, modified by *George*, an *indirect objective element* of the first class, and also by *a dollar*, a *direct objective element* of the first class, being complex, of which *dollar* is the basis, distributed by *a*, an *adjective element* of the first class.

Parsing.

Gave is a *Transito-Dative* verb, principal parts, *give, gave, given*, of the strong conjugation, indicative mode, past tense, common form, and of the third person, singular number, to agree with its subject *John*, according to Rule II: *The finite verb must agree with its subject in person and number.*

George is a proper noun, of the third person, singular number, masculine gender, and is construed as the *indirect complement* after the *transito-dative* verb *gave*, and must therefore be in the *objective case*, according to Rule X: *The complement of a verb must be in the objective case.*

Dollar is a common noun, of the third person, singular number, neuter gender, and is construed as the complement of *gave*, and must therefore be in the objective case, according to Rule X: *The complement of the verb must be in the objective case.*

Ex. (2.) *He gave it to John.*

Analysis.

He gave it to John is a simple categorical proposition, of which *he* is the subject, and *gave it to John* is the predicate, being complex, of which *gave* is the basis, modified (1) by *it*, an objective element of the first class, and (2) by *to John*, an indirect objective element of the second class, of which *to* is the connective and *John* the objective part.

Parsing.

To is a preposition, and shows the relation of *John* to *gave*, which words it connects, according to Rule XI: *The preposition connects words representing related things.*

John is a proper noun, of the third person, singular number, masculine gender, and is construed as the complement of the preposition *to*, and must therefore be in the objective case, according to Rule XII: *The complement of a preposition must be in the objective case.*

Ex. (3.) *I was taught grammar.*

Analysis.

I was taught grammar is a simple categorical proposition, of which *I* is the subject, and *was taught grammar* is the predicate, being complex, of which *was taught* is the basis, modified by *grammar*, an objective element of the first class.

Parsing.

Grammar is a common noun, of the third person, singular number, neuter gender, and is construed as the complement of *taught*, and must therefore be in the objective case, according to Rule X: *The complement of a verb must be in the objective case.*

II. Examples for Analysis and Parsing.

1. Please lend me a pencil.
2. He refused me an audience.
3. Show her your picture.

4. They presented a watch to Mr. Scott.
5. She played many pretty pieces for the company.
6. Did he promise you his assistance?
7. They threw a rope to the man overboard.
8. Make Charles a pair of shoes.
9. Sing us a song.
10. Please get me a drink.
11. I will sell you the book for a dollar.
12. Ask James for his Dictionary.

III. Examples in False Syntax.

1. They gave him it.
2. Show to her your picture.
3. They presented to the speaker a cane.
4. Sing for us a song.
5. You were paid a high compliment by Miss Fanny.
6. We were shown an apple that weighed five pounds.

REMARK.—When the verb is changed from the *active* to the *passive* form, the *direct* complement should be made the subject, not the *indirect*,

IV. Write ten sentences containing Transito-Dative verbs.

Outline 36. { **1. Notes.** 1, 2, 3, 4, 5.
2. Models. 1, 2, 3.

LESSON XLIV.

Transito-Copulative and Transito-Partitive Verbs.

365. A **Transito-Copulative** verb asserts an activity which affects an object of which it predicates an attribute; as, *They ELECTED him president; She DYED her shawl red.*

NOTE 1.—The following and verbs of similar meaning belong to this species, viz: *Appoint, call, consider, constitute, create, elect, esteem, make, name, paint, reckon, regard, render, style and think.*

NOTE 2.—When these verbs take the *passive* form, the *complement* becomes the *subject*, and the attribute remains after the verb, but is attracted into the case of the subject; as, *They called her JULIA=She was called JULIA.*

NOTE 3.—A similar construction is found in several languages, and this mode of treating it explains some very difficult grammatical questions. We find it in French; as, *Ma divinité ne me sers plus qu' à rendre mon malheur éternal=My divinity serves rather to make my MISFORTUNE ETERNAL.* So, too, with Greek. *'Οὐτοι δὲ εἴδεος μὲν οὐδὲν ἔδεοντο χρηστοῦ=They did not regard BEAUTY NECESSARY.* *Φόβος ἦν αἰδῶ καλοῦμεν=Fear WHICH we call BASHFULNESS.* In both sentences the verb is followed by two words, one of which is the attribute, and agrees with the other in number, gender and case, according to Rule IV. This rule explains the gender of *ἡν* and the case of *χρηστοῦ*.

366. A **Transito-Partitive** verb asserts an activity which affects only a part of its complement; as, *He DRINKS water; he FELT the board; he TASTED the wine.*

NOTE 1.—These verbs are generally followed by the preposition **of** used in a partitive sense.

NOTE 2.—All verbs which express an *operation of the senses* (except sight) or of the appetites belong to this species.

367. I. Models of Analysis and Parsing.

(1.) *They elected him president.*

Analysis.

This is a simple categorical proposition, of which *they* is the subject; *elected him president* is the predicate, being complex, of which *elected* is the basis, modified by *him president*, an objective element of the first class, being complex, of which *him* is the basis, modified by *president*, an adjective element of the first class.

Parsing.

Elected is a transito-copulative verb, principal parts, *elect*, *elected*, *elected*, of the weak conjugation, indicative mode, past tense, common form, and of the third person, plural number, to agree with its subject *they* according to Rule II: *The finite verb must agree with its subject in person and number.*

Him is a personal pronoun, of the third person, singular number, masculine gender, to agree with some object of like qualities present to the mind, according to Rule III: *The pronoun must be in the same person, number and gender as the object which it represents.* It is construed as the complement of *elected*, and must therefore be in the objective case, according to Rule X: *The complement of a verb must be in the objective case.*

President is a common noun, of the third person, and of the singular number, masculine gender, and objective case to agree with *him*, of which it is predicated, according to Rule IV: *A noun or pronoun predicated of another noun or pronoun must be in the same number, gender and case.*

Ex. 2. *He ate of the tree of the knowledge of good and evil.*

Analysis.

This is a simple categorical proposition, of which *he* is the subject, and *ate of the tree of the knowledge of good and evil* is the predicate, being complex, of which *ate* is the basis, modified by *of the tree, &c.*, an indirect objective element of the second class, of which *of* is the connective, and *tree, &c.*, the objective part, being complex, &c.

Parsing.

Ate is a transito-partitive verb, principal parts, *eat, ate, eaten*, of the strong conjugation, indicative mode, past tense, common form, and in the third person, singular number, to agree with its subject *he*, according to Rule II. (*Repeat the Rule.*)

Of is a preposition, and shows the relation of *tree* to *ate*, which words it connects, according to Rule XI: *The preposition connects words representing related things.*

REMARK.—The remaining words are parsed in the ordinary way.

Ex. 3. *He drank wine.*

Analysis.

He drank wine is a simple categorical proposition, of which *he* is the subject, and *drank wine* is the predicate, being complex, of which *drank* is the *basis*, modified by *wine*, an objective element of the first class.

Parsing.

Drank is a Transito-Partitive verb, principal parts, *drink, drank, drunken or drunk*, of the strong conjugation, indicative mode, past tense, common form, and in the third person, singular number, to agree with its subject *he*, according to Rule II: *The finite verb must agree with its subject in person and number.*

Wine is a common noun, of the third person, singular number, neuter gender, is used as the complement of the Transito-Partitive verb *drank*, and must therefore be in the objective case, according to Rule X: *The complement of a verb must be in the objective case.*

II. Examples for Analysis and Parsing.

1. They appointed me chairman.
2. Do you call your daughter Mary?
3. The people consider them impostors.
4. The Senate elected him clerk.
5. They constituted him their king.
6. Paint the door blue.
7. He tasted the grapes

8. He smelt the fragrance of roses.
9. Does John eat peaches?
10. He felt the table
11. They touched the ceiling.
12. The officers caught him.

III. Examples in False Syntax.

1. They called him Jane.
2. She was considered a good teacher.
3. They elected her professor of mathematics.
4. They regarded her a gifted poet.
5. They named their daughter Francis.
6. They made her a doctor.

IV. Write ten sentences, using Transito-Copulative and Partitive verbs.

Outline
No. 37. { 1. Transito-Copulative verbs. Notes 1, 2 and 3.
 2. Transito-Partitive verbs. Notes 1 and 2.
 3. Models. 1, 2, 3.

LESSON XLV.

Inceptive Verbs and Verbal Adjectives.

368. An **Inceptive Verb** asserts the incipiency of an act completed in the infinitive or adjective which follows it; as, *He DESIRES to go*; *John TRIES to learn*; *I FEEL cold*.

369. A **Verbal Adjective** expresses a relation or mental affection; as, *Be KIND to thy father*; *I am HUNGRY for fruit*.

370. Verbal adjectives require an *indirect object* to complete their meaning. They are of two kinds, viz:

1. Those expressing a relation, viz:

- (a.) Advantage or disadvantage; as, *KIND to his friends*.
- (b.) Facility or difficulty, as; *EASY of access*.
- (c.) Fitness or unfitness; as, *FIT for a king*.
- (d.) Likeness or unlikeness; as, *LIKE to an eagle*.
- (e.) Proximity or remoteness; as, *CLOSE to the river*.
- (f.) Usefulness or uselessness; as, *USEFUL to all*.

Suggestion.—It seems to me that all adjectives of the comparative and superlative degrees belong to this class, and should be construed accordingly. In the sentence, *John is taller than George*, **TALLER** expresses the relation of John to George with respect to *size*. Now, suppose **than** be regarded as a preposition and **George** as its complement, and the phrase **than George** as complementary of the relation expressed by **taller**, would not the construction be disposed of satisfactorily? The usual method of supplying words and of requiring the noun or pronoun following **than** to be put in the *nominative case*, is not fully sustained by analogy. I will venture the remark that such expressions as *greater than me* are in accordance with the genius of English syntax. The French say: *Vous êtes plus heureux que moi* = *You are happier than me*.

2. Those expressing a mental affection, viz:

- (a.) Appetite or passion; as, *HUNGRY for fruit*.
- (b.) Certainty or doubt; as, *CERTAIN of success*.

- (c.) Desire or aversion; as, *DESIROUS of praise*.
- (d.) Knowledge or ignorance; as, *MINDFUL of a kindness*.
- (e.) Patience or impatience; as, *IMPATIENT of restraint*.
- (f.) Power or weakness; as, *STRONG for the fight*.
- (g.) Plenty or want; as, *FULL of hope*.
- (h.) Remembering or forgetting; as, *FORGETFUL of results*.
- (i.) Sharing or withholding; as, *LAVISH of expense*.

 The student should carefully note the difference between *Intransitive, Copulative* and *Inceptive Verbs*.

- a. Intransitive verbs express a *mode of existence or state*, and are followed by *adverbs* NOT *adjectives*; as, *The moon shines BRIGHTLY* (not bright).
- b. Copulative verbs express *being, becoming, &c.*, and are followed by adjectives as *attributes*; as, *John became KIND* (not kindly).
- c. Inceptive verbs express some *inherent energy or semblance*, and are followed by adjectives which answer the question *how?* as, *He tries HARD* (not hardly); *She looks COLD* (not coldly).

372. I Models of Analysis and Parsing.

Ex. 1. *He tries to learn.*

Analysis.

He tries to learn is a complex categorical proposition, of which *he* is the subject, and *tries to learn* is the predicate, of which *tries* is the copula, and *to learn* the attribute, being an abridged substantive element of the third class, of which the connective and subject are omitted, and the verb changed into the infinitive form, *to learn*.

Parsing.

Tries is an Inceptive verb, principal parts, *try, tried, tried*, of the weak conjugation, &c.

To learn is an Indefinite Transitive verb, principal parts, *learn, learned, learned*, of the weak conjugation; it is the present active infinitive, and refers to *he* on which it depends, according to Rule XVI. (*Repeat the Rule.*)

Ex. 2. *The place is easy of access.*

Analysis.

The place is easy of access is a simple categorical proposition, of which *the place* is the subject, &c., and *is easy of access* is the predicate, of which *is* is the copula and *easy of access*, the attribute, being complex, of which *easy* is the basis, modified by *of access*, an objective element of the second class, of which *of* is the connective and *access* the objective part.

Parsing.

Of is a preposition and shows the relation of *access* to *easy*, which words it connects, according to Rule XI: *The &c.*

Access is a Verbal noun, of the third person, singular number, neuter gender, and is construed as the complement of *of*, and must therefore be in the objective case, according to Rule XII: *The &c.*

Ex. 3. *I feel sick.*

Analysis.

This is a complex categorical proposition, of which *I* is the subject and *feel sick* is the predicate, being complex, of which *feel* is the basis modified by *sick*, an abridged objective element of the third class, of which the connective, subject and copula are omitted, and *sick* is the attribute.

~~NOTE~~ This sentence is equivalent to the expression, *I feel THAT I AM SICK.*

Parsing.

Sick is a Descriptive adjective of the qualifying kind, compared, *sick, sicker, sickest*, of the positive degree; it is used with *feel* to form the predicate, and refers to *I* with which it is construed, according to Rule V. (*Repeat the Rule.*)

II. Examples for Analysis and Parsing.

1. Be kind to your friends.
2. John is inexperienced in business.
3. William is like his brother.
4. The house is near the mountain.

5. Be mindful of his favors.
6. He is older than his brother.
7. Orgetorix was the richest of the Helvetians.
8. Henry is weary of business.
9. James is fond of apples.
10. The entertainment was fit for a prince.

III. Examples in False Syntax.

1. He was conversant with many languages.
2. His acts are inconsistent to his profession.
3. They are skillful in playing.
4. The offer was agreeable with my views.
5. He is congenial with his friends.
6. His house is contiguous with the road.

IV. Write ten sentences containing verbal adjectives.

Outline 38.

- | | |
|----------------------|---|
| { | I. Inceptive Verbs. |
| | II. Verbals. |
| | 1. Relation. a, b, c, d, e, f. Sug. |
| | 2. Mental affection. a, b, c, d, e, f, g, h, i. |
| III. Note. a, b, c. | |
| IV. Models. 1, 2, 3. | |

LESSON XLVI.

Modal Propositions. Postulates.

373. A **Modal** proposition (§ 250) is one whose predicate expresses

1. **Exocitation**; as, *I COULD PAINT the bow upon the bended heavens.*
2. **Obligation, propriety or worthiness**; as, *God IS TO BE worshiped; I SHOULD go.*
3. **Necessity**; as, *I MUST GO* (present time); *I HAD TO GO* (past time); *I WILL HAVE TO GO to-morrow* (future time).

374. **Interrogative** sentences (§'s 256–260) ask questions, and the answer is correlative to part of the sentence.

REMARK 1.—For instance, in the sentence, *Did he go? Yes, Sir; or No, Sir*, it becomes important to know the real import of *yes* and *no*. The etymology of the word *yes* (*yea*, *yea*, and *si*, *let it be*) would make it a verb, and I am inclined to think that it should be regarded as a **pro-verb**, but, for all practical purposes, as an **ADVERB OF DEGREE**. § 248, note 2.

REMARK 2.—When the sentence expresses doubt, the verb must be in the *subjunctive mode, complex form.*

375. **Imperative** sentences (§ 254) are frequently abridged so as to consist of but a single participle; as, *Up, get you out of the city; To arms! to arms!*

376. I. Modals of Analysis and Parsing.

Ex. 1. *She would have them recollect that she, too, was a sovereign princess.*

Analysis.

This is a complex modal proposition, of which *she* is the subject, and *would have them recollect, &c.*, the predicate, being complex, of which *would* is the basis, modified by the abridged objective elements, *have them recollect, &c.*

Parsing.

Would is a definite transitive verb, principal parts, *will, would*, past participle wanting, of the strong conjugation, imperative mode, present tense, common form, and in the third person, singular number, to agree with its subject *she*, according to Rule II. (*Repeat the Rule.*)

Have is a definite transitive verb, principal parts, *have, had, had*, of the weak conjugation; it is the present active infinitive (**to** omitted), and refers to *she* on which it depends, according to Rule XVI. (*Repeat the Rule.*)

Ex. 2. *Did he go? Yes.*

Analysis.

This is a simple interrogative sentence, of which *he* is the subject and *did go* the predicate, modified by the affirmative particle *yes*.

Parsing.

Yes is an adverb of degree, and modifies *did go*, with which it is construed, according to Rule IX. (*Repeat the Rule.*)

II. Examples for Analysis and Parsing.

1. He had a new suit made.
2. John made George walk.
3. He had to beg his way.

4. *Queen, King Richard and Northumberland.*

Queen. And must we be divided? Must we part?

King Richard. Ay, hand from hand, my love, and heart from heart.

Queen. Banish us both, and send the king with me.

Northum. That were some love, but little policy.

Queen. Then, whither he goes, thither let me go.

King Richard. So two, together weeping, make one woe.

Weep thou for me in France, I for thee here.

5. I think there be six Richmonds in the field;
Five have I slain to-day instead of him:—
A horse! a horse! my kingdom for a horse!

III. Examples in False Syntax.

1. He has got a cold.
2. He has made a fine crop of wheat.
3. I am necessitated to go.
4. Who did you say went? Him and me.
5. I have got a new hat.
6. So fare thee well, my own true love.

IV. Write ten sentences containing modal propositions.

- Outline**
No. 39. {
1. Modal Propositions. 1, 2, 3.
 2. Interrogative Sentences. Notes 1 and 2.
 3. Imperative Sentences.
 4. Models. 1, 2.

LESSON XLVII.

COMPLEX SENTENCES.

Elements of the Third Class.

Substantive Clauses.

377. An element of the **third class** is a sentence used as part of another sentence. There are three classes:

- I. Substantive.**
- II. Adjective.**
- III. Adverbial.**

378. A **Clause** is an integral part of a complex sentence, and consists of

- (1.) **Connective.**
- (2.) **Subject.**
- (3.) **Predicate.**

379. **Substantive Elements of the Third Class** consist of

- (1.) **Substantive Clauses.**
- (2.) **Propositions.**
- (3.) **Postulates.**

380. Substantive Clauses are introduced by

- (a.) **Compound Relative Pronouns**, (94-97, a).
- (b.) **Substantive Conjunctions**, (224, a).
- (c.) **Interrogatives**, consisting of
 - a. **Interrogative Pronouns**, (99).
 - β. **Interrogative Adjectives**, (106, 2 c).
 - γ. **Interrogative Adverbs**, (210, note).

381. Substantive Clauses, together with Propositions and Postulates, are used to express the following relations, viz:

1. **The relation of Subject**; as,

- (a.) **WHAT IS THOROUGHLY UNDERSTOOD**, *is easily described.*
- (b.) **THAT THE EARTH IS A SPHERE**, *is susceptible of proof.*
- (c.) **WHY HE RESIGNED**, *is not known.*

2. **The relation of Attribute**; as,

- (a.) **The only wonder is**, **THAT ONE HEAD CAN CONTAIN IT ALL.**
- (b.) **Life is WHAT WE MAKE IT.**

3. The relation of Complement; as,

- (a.) *You now see WHY HE DID NOT COME.*
- (b.) *WHOMSOEVER THE BISHOP APPOINTS, the church will receive.*
- (c.) *I will not object to WHAT IS REASONABLE.*

4. The relation of Appositive; as,

- (a.) *The question, CAN HE SUCCEED? is now discussed.*
- (b.) *One truth is clear: WHATEVER IS, IS RIGHT.*

382. Substantive connectives simply introduce the clauses of which they form a part. Hence we infer

RULE XX.

A SUBSTANTIVE CONNECTIVE introduces the clause of which it forms a part.

FORMULA XX.

- (1.) If a Conjunction. **Species? Use? Introduces what?**

Rule XX.

- (2.) If an Interrogative Adverb. **Species? Use? Modifies what? Rule IX. Introduces what? Rule XX.**

- (3.) If an Interrogative Adjective. **Species? Reference? Construction? Rule V. Use? Introduces what? Rule XX.**

- (4.) If an Interrogative or Compound Relative Pronoun. **Species? Person, number and gender? To agree with what? Rule III. Construction? Case? Rule VII, X or XII. Use? Introduces what? Rule XX.**

383. I. Models of Analysis and Parsing.

Ex. 1. *Whether he can finish the work, is doubtful.*

Analysis.

This is a complex categorical proposition, of which the substantive clause, *whether he can finish the work*, is the subject, of which *whether* is the connective, *he*, the subject, and *finish the work*, the predicate, being complex, of which *finish* is the basis, modified by *the work*, an objective element, &c.; *is doubtful* is the predicate of the principal clause, of which *is* is the copula, and *doubtful*, the attribute.

Parsing.

Whether is a substantive conjunction, is used as a substantive connective, and introduces the clause of which it forms a part, according to Rule XX: *A substantive connective introduces the clause of which it forms a part*

Ex. 2. *Whoever plants trees, must love others besides himself.*

Analysis.

This is a complex categorical proposition, of which the substantive clause, *whoever plants trees*, is the subject, of which *whoever* is the connective and subject, *plants trees*, the predicate, being complex, etc.; *must love &c.* is the predicate of the principal clause, etc.

Parsing.

Whoever is a Compound Relative Pronoun, of the third person, singular number and masculine gender, to agree with an object of like qualities present to the mind, according to Rule III, (*Repeat the Rule*); it is construed as the subject of *plants*, and must therefore be in the nominative case, according to Rule I, (*Repeat the Rule*); it introduces the clause, according to Rule XX. (*Repeat the Rule.*)

Ex 3. *Politicians advocate whatever seems popular.*

Analysis.

This is a complex categorical proposition, of which *politicians* is the subject, and *advocate whatever seems popular*, the predicate, being complex, of which *advocate* is the basis, modified by the substantive clause *whatever seems popular*, an objective element of the third class, of which *whatever* is the connective and subject, and *seems popular*, the predicate, of which *seems* is the copula, and *popular* the attribute.

Parsing.

WHATEVER is parsed like WHOEVER.

Ex. 4. *No one knows when Æneas landed in Italy.*

Analysis.

Knows when Æneas landed in Italy is the predicate, being complex, of which *knows* is the basis, modified by the substantive clause

when Aeneas landed in Italy, an objective element of the third class, of which *when* is the connective, *Aeneas*, the subject, and *landed in Italy*, the predicate, being complex, etc.

Parsing.

When is an interrogative adverb, used as a substantive connective, and modifies *landed*, with which it is construed, according to Rule IX. (*Repeat the Rule*); it introduces the substantive clause, according to Rule XX. (*Repeat the Rule*.)

Ex. 5. *He said to him, "Where have you been?"*

Analysis.

This is a complex categorical proposition, &c.; *said to him*, *Where have you been?* is the predicate, being complex, of which *said* is the basis, modified first by the indirect complement *to him*, and secondly by the interrogative sentence, *Where have you been?* an objective element of the third class, &c.

Parsing.

Parse WHERE like WHEN in Example 4.

Ex. 6. *He inquired by what means I succeeded.*

Analysis.

This is a complex categorical proposition, of which *he* is the subject and *inquired by what means I succeeded* is the predicate, being complex, of which *inquired* is the basis, modified by the substantive clause, *by what means I succeeded*, of which *I* is the subject, and *succeeded by what means*, the predicate, being complex, of which *succeeded* is the basis, modified by *by what means*, an adverbial element of the second class, of which *by* is the connective and *what means* the objective part, being complex, of which *means* is the basis, modified by *what*, an adjective element of the first class.

Parsing.

What is an interrogative adjective, and refers to *means*, with which it is construed, according to Rule V, (*Repeat the Rule*); it introduces the clause of which it forms a part, according to Rule XX. (*Repeat the Rule*.)

II. Examples for Analysis and Parsing.

1. Will you tell me where you have been?
2. The farmer declared that his watch had gained half-an-hour.
3. I will not deny what I said.
4. Know that in the soul are many lesser faculties.
5. Whosoever will come, may come.
6. I will not object to what is reasonable.

III. Examples in False Syntax.

1. Tell me where you went?
2. He asked me if I would go.
3. John wanted to know where I come from.
4. James told her where John went to.
5. There is no doubt but he will come.
6. I am surprised how you could say so.

IV. Write ten sentences containing substantive clauses.

Outline No. 40.**Substantive Elements of 3d Class.****I. Classes.** I, II, III.**II. Parts.** 1, 2, 3.**III. Kinds.** 1, 2, 3.**IV. Connectives.** $a, b, c, (a, \beta, \gamma)$
V. Uses. { 1. Subject. a, b, c .
 2. Attribute. a, b .
 3. Complement. a, b, c .
 4. Appositive. a, b .
VI. Rule and Formula XX. 1, 2, 3, 4.**VII. Models.** 1, 2, 3, 4, 5, 6.

LESSON XLVIII.

Adjective Elements of the Third Class.

384. **Adjective Elements of the Third Class** consist of

- (1.) **Relative Clauses.** (§'s 92, 93.)
- (2.) **Conditional Clauses.** (§ 224, b.)
- (3.) **Concessive Clauses.** (§ 224 d.)

385. **Relative Clauses** are introduced by Relative Pronouns (§'s 92, 93, 283), and are used

- (a.) To limit the Subject; as, *He whom I loved, is dead.*
- (b.) To limit the Attribute; as, *He is the man WHO DID IT.*
- (c.) To limit the Complement; as, *Tennyson wrote the poem WHICH YOU ADMIRE;* *He dwelt in the house THAT JACK BUILT.*

REMARK 1.—As is a relative when it comes before a verb, or follows *such, many* or *same*. Some grammarians contend that *as* is never a relative; but as we find such expressions in Latin as *Non talis sum qui te fallam*, in which a relative is translated by *as*, there is ground for regarding *as* as a relative in certain cases. Besides, it is a convenient method of disposing of certain constructions.

386. Adjective and adverbial connectives (Outline No. 20), which may be termed *subordinate* connectives, join the clause of which they form a part to the word which the clause modifies. Hence, we infer

RULE XXI.

A SUBORDINATE connective joins the clause of which it forms a part to the word which the clause MODIFIES.

FORMULA XXI.

If a Conjunction.

Species? Use? Connects what? Rule XXI.

If a Conjunctive Adverb.

Species? Use? Modifies what? Rule IX. Connects what? Rule XXI.

If a Relative Pronoun.

Species? Person, number and gender? To agree with what? Rule III. Construction? Case? Rule? Use? Connects what? Rule XXI.

387. Models of Analysis and Parsing.

Ex. 1 *The man who escapes censure, is fortunate.*

Analysis.

This is a complex categorical proposition, of which *the man who escapes censure* is the subject, being complex, of which *man* is the basis, distributed by *the*, an adjective element of the first class, and modified by the relative clause *who escapes censure*, an adjective element of the third class, of which *who* is the connective and subject, and *escapes censure*, the predicate, being complex, of which *escapes* is the basis, modified by *censure*, an objective element of the first class.

Parsing.

Who is a relative pronoun, of the third person, singular number, masculine gender, to agree with an object of like qualities present to the mind, according to Rule III. (*Repeat the Rule.*) It is construed as the subject of *censure*, and must therefore be in the nominative case, according to Rule I. (*Repeat the Rule.*) It joins the clause *who escapes danger*, of which it forms a part, to the word *man* which the clause modifies, according to Rule XXI: *A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.*

Ex. 2. *Appoint to office such men as deserve public confidence.*

Analysis.

This is a complex imperative sentence, of which the subject is the name of the persons addressed, and *appoint, &c.* is the predicate, being complex, of which *appoint* is the basis, modified (1) by *to office*, an adverbial element of the second class, of which *to* is the connective and *office* the objective part, and (2) by *such men as deserve public confidence*, an objective element of the first class, being complex, of which *men* is the basis, modified (1) by *such*, an adjective element of the first class, and (2) by the relative clause, *as deserve public confidence*, an adjective element of the third class,

of which *as* is the connective and subject, and *deserve public confidence*, the predicate, being complex, of which *deserve* is the basis, modified by *public confidence*, an objective element of the first class, being complex, of which *confidence* is the basis, modified by *public*, an adjective element of the third class.

Parsing.

As is a relative pronoun, of the third person, plural number, masculine gender, to agree with *men*, which it represents, according to Rule III. (*Repeat the Rule.*) It is construed as the subject, and must therefore be in the nominative case, according to Rule I. (*Repeat the Rule.*) It joins the clause of which it forms a part to the word *men* which the clause modifies, according to Rule XXI. *A subordinate connective joins the clause of which it forms a part, &c.*

II. Examples for Analysis and Parsing.

1. The reward which was promised, shall be given.
2. The globe on which we live, is in constant motion.

3. Cowper's Epitaph on Samuel Johnson.

Here Johnson lies—a sage by all allowed
 Whom to have bred, may well make England proud;
 Whose prose was eloquence, by wisdom taught,
 The graceful vehicle of virtuous thought;
 Whose verse may claim—grave, masculine and strong,
 Superior praise to the mere poet's song;
 Who many a noble gift from heaven possessed,
 And faith at last, alone worth all the rest.
 O man, immortal by a double prize,
 By fame on earth—by glory in the skies.

III. Examples in False Syntax. (§ 93.)

1. He was the ablest minister which James ever possessed.
2. They are the same persons who assisted us yesterday.
3. I am happy in the friend which I have long proved.
4. No man who knows him would trust him.
5. The ship and passengers who were lost at sea.
6. It is not grief which bids me moan.

7. The men and things which he has studied, have not improved his morals.

8. He is like a beast of prey, who destroys without pity.

9. Humility is one of the most amiable virtues which we can possess.

IV. Write ten sentences containing relative clauses.

Outline No. 41.

Adjective Elements

of the

Third Class.

- | | |
|--|---|
| I. Kinds. | 1. Relative Clauses.
2. Conditional Clauses.
3. Concessive Clauses. |
| II. Uses. <i>a, b, c.</i> Remark. | |
| III. Rule and Formula XXI. | |
| IV. Models. 1, 2. | |

LESSON XLIX.

Hypothetical Propositions.

388. A **Hypothetical** Proposition is one that consists of two clauses, one of which depends on the other and expresses an *assumption*, *condition* or *supposition*; as, *IF THOU HADST BEEN HERE, my brother would not have died.*

389. The parts of a Hypothetical Proposition are the **Protasis** and the **Apodosis**.

1. The Protasis is either

- (a.) A *Conditional* Clause, introduced by a Conditional Conjunction, (224, b) or
- (b.) A *Concessive* Clause, introduced by a Concessive Conjunction, (224, d.).

2. The Apodosis is the *conditioned* or *conceded* clause, the latter being generally introduced by a Correlative Concessive Conjunction, (224 d.).

REMARK.—In Hypothetical propositions, when the *protasis* or *apodosis* represents an **ACTUALITY**, the verb is in the *indicative mode*, but when it represents something merely **IMAGINARY**, (a *supposition* or a *conception* of the mind,) the *subjunctive mode* is used.

390. There are four varieties of Hypothetical propositions, viz.:

1. Reality.

When the **PROTASIS** expresses a *real* condition, equivalent to a cause, or whenever the mind reverts to the consequence of the condition; as, *I SHALL COME, if it does not rain.* The condition is *real*, and the *indicative mode* is used in both clauses.

2. Possibility.

When the *protasis* expresses contingency; as, *UNLESS I BE BY SYLVIA IN THE NIGHT, there is no music in the nightingale.* The *apodosis* is entirely dependent on the *protasis*, and hence the *subjunctive mode* is used in the one and the *indicative* in the other.

3. Present Impossibility.

When the *protasis* expresses mere assumption in present time; as, *SHOULD HE SAY SO*, *he would misrepresent the facts*. The *subjunctive mode, past-imperfect tense, complex form* is used in both clauses.

4. Past Impossibility.

When the *protasis* expresses mere assumption in past time; as, *HAD HE SAID SO*, *he would have misrepresented the facts*. This form expresses *impossibility* in past time, and uses the past perfect subjunctive in both clauses.

 The following comparative view of hypothetical propositions in Greek, Latin and English will aid the student.

Protasis. Apodosis.

Reality.

Greek. 'Ει τοῦτο ἔλεγε, ήμαρτάνει.

Latin. Si hoc dicit, errat.

English. If he says this he errs.

REMARK.—The Indicative Present is used in each clause.

Possibility.

Greek. 'Εὰν τοῦτο λέγη, ἀμαρτήσῃ.

Latin. Si hoc dicat, errabit.

English. If he say this, he will err.

REMARK.—The subjunctive present is used in the protasis, and the indicative present or future in the apodosis.

Present Impossibility.

Greek. 'Ει τοῦτο ἔλεγε, ήμάρτανε ἀν.

Latin. Si hoc diceret, erraret.

English. If he should say this, he would err.

REMARK.—In the Greek, the imperfect indicative is used in the protasis, and the imperfect indicative with *ἀν* in the apodosis. The Latin uses the imperfect subjunctive in both clauses, and the English the imperfect subjunctive conditional or complex in the protasis, and the imperfect subjunctive complex form in the apodosis.

Past Impossibility.

Greek. 'Ει τουτο ἔλεξας, ήμαρτες ἀν.

Latin. Si hoc dixisset, errasset.

English. If he had said this, he would have erred.

REMARK 1.—The Greek uses the aorist, and the Latin and English the pluperfect.

REMARK 2.—Mere assumption is expressed in Greek by the optative, with *ei* in the protasis and *av* in the apodosis.

391. I. Models of Analysis and Parsing.

Ex. 1. Though he slay me, yet will I serve him.

Analysis.

This is a hypothetical proposition, of which *though he slay me* is the protasis, of which *though* is the connective, *he*, the subject, and *slay me*, the predicate, being complex, of which *slay* is the basis, modified by *me*, an objective element of the first class; *yet will I serve him* is the apodosis, of which *yet* is a correlative referring to *though*, *I* is the subject, and *will serve him* is the predicate, being complex, of which *will serve* is the basis, modified by *him*, an objective element of the first class.

Parsing.

Though is a concessive conjunction, is used to introduce the protasis, which it connects to the subject of the apodosis, according to Rule XXI: *A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.*

Yet is a correlative, it is used to express antithesis, but has no grammatical relation to the other words in the sentence, according to Rule XXIII: *Particles and independent elements have no grammatical relation to the other words.*

Ex. 2. Unless I be by Sylvia in the night, there is no music in the nightingale.

Analysis.

This is a hypothetical proposition, of which *unless I be by Sylvia in the night* is the protasis, of which *unless* is the connective, *I*, the subject, and *be by Sylvia in the night* is the predicate, of which *be* is the basis, modified first by *by Sylvia*, an adjective phrase of place, of which *by* is the connective and *Sylvia*, the objective part, and secondly by *in the night*, an adverbial phrase of time, of which *in* is the connective and *the night*, the objective part, being complex, of which *night* is the basis, distributed by *the*, an adjective element of the first class. *There is no music in the nightingale* is the apodosis, &c.

Parsing.

Unless is a conditional conjunction, used as a subordinate connective, and joins the clause of which it forms a part to *I* which the clause modifies, according to Rule XXI: *A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.*

II. Examples for Analysis and Parsing.

1. Unless he learn faster, he will never become a scholar.
2. If thou censurest uncharitably, thou wilt deserve no favor.
3. Though he fall, he shall not be utterly cast down.
4. Unless you make a timely retreat, the danger will be unavoidable.
5. Though I were perfect, I would not presume.
6. Had you come early, I would have accompanied you.
7. Unless he improves himself, he will never be successful.
8. Though he is high, he has respect to the lowly.
9. *What* though, in solemn silence, all
Move round the dark terrestrial ball?
What though no real voice or sound
Amid their radiant orbs be found?
In Reason's ear they all rejoice,
And utter forth a glorious voice,
Forever singing as they shine,
“*The Hand that made us is divine.*”

REMARK.—WHAT in the first and third lines of (9.) is an expletive.

III. Examples in False Syntax.

1. If he acquire riches, they will corrupt his mind.
2. I shall walk in the fields to-day unless it rains.
3. If Charlotte desire to gain esteem and love, she does not employ the proper means.
4. Unless thou can fairly support the cause, give it up honorably.
5. Though thou might have foreseen the danger, thou couldst not have avoided it.

6. If thou do sincerely believe the truths of religion, act accordingly.

7. Though self-government produce some uneasiness, it is light when compared with the pain of vicious indulgence.

IV. Write ten sentences consisting of hypothetical propositions.

Outline No. 42.

Hypothetical Propositions.	<table border="0"> <tr> <td style="vertical-align: top; padding-right: 20px;"> I. Parts. </td><td style="padding-left: 20px;"> { 1. Protasis. <i>a, b.</i> 2. Apodosis. </td></tr> <tr> <td style="vertical-align: top; padding-right: 20px;"> II. Modes. </td><td style="padding-left: 20px;"> 1. Real Condition. 2. Possible Condition. </td></tr> <tr> <td style="vertical-align: top; padding-right: 20px;"> III. Varieties. </td><td style="padding-left: 20px;"> 3. Impossible Condition (present time). 4. Impossible Condition (past tense). 5. Note. </td></tr> <tr> <td style="vertical-align: top; padding-right: 20px;"> IV. Models. </td><td style="padding-left: 20px;"> 1, 2. </td></tr> </table>	I. Parts.	{ 1. Protasis. <i>a, b.</i> 2. Apodosis.	II. Modes.	1. Real Condition. 2. Possible Condition.	III. Varieties.	3. Impossible Condition (present time). 4. Impossible Condition (past tense). 5. Note.	IV. Models.	1, 2.
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IV. Models.	1, 2.								

LESSON L.

Adverbial Elements of the Third Class.

Final and Causal Clauses.

392. Adverbial Elements of the third Class consist of

- (a.) **Final Clauses.** (§ 224, c.)
 - (b.) **Causal Clauses.** (§ 224 e.)
 - (c.) **Local Clauses.**
 - (d.) **Temporal Clauses.**
 - (e.) **Modal Clauses.**
- } (§'s 227 and 228.)

393. **Final** Clauses are introduced by Final Conjunctions (§ 224, c), and express the *aim, end, motive or purpose*, with which an act is performed.

REMARK.—After verbs of *advising, asking, commanding and striving*, the infinitive is used to express purpose; as, *He told him not to do it.*

394. Causal Clauses are introduced by **Causal Conjunctions** (§ 224 d.), and express

- a. An inference drawn from several propositions.
- β. The reason for something that preceded it.

NOTE 1.—Since final clauses express something *doubtful*, the verb must be in the *subjunctive mode*.

NOTE 2.—After words expressing *denial, doubt or fear*, the conjunction **that** is preferable to *but, but what, but that*, and (sometimes) *lest, how and as that*.

NOTE 3.—In Complex sentences, containing adverbial clauses, the verbs in each clause must express the *same time*, that is, *past, present or future time*, either *absolute or relative*; as, *He said THAT HE WENT or THAT HE HAD GONE.*

394. I. Models of Analysis and Parsing.

Ex. 1. *Ye will not come unto me, that ye may have life.*

Analysis.

This is a complex categorical proposition, of which *ye* is the subject, *will not come*, &c., is the predicate, being complex, of which *will come* is the basis, modified (1) by *not*, (2) by *unto me*, and (3) by the Final Clause, *that ye may have life*, an adverbial element of the third class, of which *that* is the connective, *ye*, the subject, &c.

Parsing.

That is a Final Conjunction, is used as a subordinate connective, and joins the clause of which it forms a part to the word *come* which the clause modifies, according to Rule XXI: *A subordinate connective, &c., &c.*

Ex. 2. *We hate some persons, because we do not know them.*

Analysis.

This is a complex categorical proposition, of which *we* is the subject, and *hate*, &c., the predicate, being complex, of which *hate* is the basis, modified (1) by *some persons*, &c., (2) by the Causal clause, *because we do not know them*, an adverbial element of the third class, of which *because* is the connective, *we*, the subject, &c., &c.

Parsing.

Because is a Causal Conjunction, used as a subordinate connective, and joins the clause of which it forms a part to the word *hate*, according to Rule XXI. (*Repeat the Rule.*)

II. Examples for Analysis and Parsing.

1. He visited the springs, that he might improve his health.
2. I will send you a history of Rome, that you may examine it.
3. I have brought you this passage, that you may explain it.
4. You were happy to-day, because you were good.
5. Ye receive me not, because ye know him not.
6. Since the soil has been enriched, the corn will grow.

III. Examples in False Syntax.

1. Despise not any condition, lest it happens to be your own.
2. Ye will not come unto me that ye might have life.
3. Let him that is sanguine, take heed lest he miscarries.
4. Take care that thou breakest not any of the established rules.
5. I think I have a slight recollection that he might have said so.
6. There is no doubt but what he is mistaken.
7. I have no doubt but that you can help him.
8. I am surprised how you can do such a thing.
9. I was afraid lest you would not return soon enough.
10. I don't know as I shall go.
11. He is not so tired but what he can whistle.
12. He could not deny but what he borrowed the money.

IV. Write ten sentences containing final or causal clauses.

Outline No. 43. { **I. Final Clauses.** Remark.
II. Causal Clauses. *a, b.* Notes 1, 2, 3.
III. Models. 1, 2.

LESSON LI.

Local Clauses.

396. **Local Clauses** express the three relations of place, viz : *Position* (where ?), *Direction* (whither ?), and *Origin* (whence ?), and are introduced by Conjunctive Adverbs of Place (§ 228, 1.)

REMARK.—Some conjunctive adverbs of place admit of comparison ; as, *He went FARTHER than he was allowed.*

~~As~~ *Further* relates to number or quantity ; *farther*, to distance.

397. I. Models of Analysis and Parsing.

Ex. 1. *I will go, whither you direct.*

Analysis.

This is a complex categorical proposition, of which *I* is the subject and *will go*, &c., is the predicate, being complex, of which *will go* is the basis, modified by the Local Clause, *whither you direct*, an adverbial element of the third class, of which *whither* is the connective, *you*, the subject, and *direct*, the predicate.

Parsing.

Whither is a conjunctive adverb of place, is used as a subordinate connective, and joins the clause of which it forms a part to the word *go*, which the clause modifies, according to Rule XXI : (*Repeat the Rule.*) It also modifies *direct*, with which it is construed, according to Rule IX. (*Repeat the Rule.*)

II. Examples for Analysis and Parsing.

1. Where your treasure is, there will your heart be also.
2. Whither I go, ye cannot come.
3. See where the mountains rise ;
Where thundering torrents foam ;
Where, vailed in towering skies,
The eagle makes his home ;
Where savage nature dwells,
My God is present.

4. Down, down, where the storm is hushed to sleep,
 Where the sea its dirge shall swell;
Where the amber drops for thee shall weep,
And the rose-lipped shell its music keep;
 There thou shalt slumber well.
5. Near yonder copse, where once the garden smiled,
And still where many-a garden flower grows wild;
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
6. O wherefore, with a rash, impetuous aim,
Seek ye those flowery joys with which the hand
Of lavish fancy paints each flattering scene
Where beauty seems to dwell, nor once inquire
Where is the sanction of eternal truth,
Or where the seal of undeceitful good,
To save your search from folly!

III. Examples in False Syntax.

1. He told me where he went.
2. I did not hear where he come from.
3. Where I go, ye cannot come.
4. I will go where I please.

IV. Write ten sentences containing Local Clauses.

Outline No. 44. { **I. Local Clauses.** Remark.
II. Model. 1.

LESSON LII.

Temporal Clauses.

398. **Temporal** Clauses express the three relations of time, viz: *Point* (when ?), *Period* (how long ?), and *Frequency* (how often ?), and are introduced by conjunctive adverbs of time (§ 228, 2).

399. The Idiomatic uses of the Tenses.

I. Of the Present.

1. *The Abstract Present.*

This tense expresses

- a. What is habitual; as, *He CHEWS tobacco; She READS novels.*
- b. What is always true; as, *Virtue IS its own reward.*
- c. A general fact; as, *The wish IS father to the thought; Man IS immortal till his work is done.*

2. *The Historical Present;* as, *Cæsar LEAVES Gaul, CROSSES the Rubicon and ENTERS Italy.*

3. *The Literary Present;* as, *Moses TELLS us so and so, Virgil IMITATES Homer, for HAS TOLD, HAS IMITATED.*

4. *The Future Present;* as, *When he COMES, he will tell you.*

REMARK.—This tense is used in simultaneous temporal clauses.

II. *Of the Perfect.*

- 1. The Incomplete Perfect; as, *He has BEEN absent six years (and still is absent).*
- 2. The Historical Perfect; as, *Of old HAST thou LAID the foundations of the earth.*

NOTE.—These foundations are finished, but still existing. This tense cannot be applied to anything finished but destroyed in the past.

- 3. The Terminal Perfect; as, *The cock shall not crow, till thou HAST DENIED me thrice.*

4. The Negative Perfect; as, *I HAVE BEEN young* (but now am old).

III. *Of the Past.*

1. The Limited Past; as, *I SAW your friend this morning.*
2. The Customary Past; as, *She ATTENDED church all her life.*

NOTE.—The Past-Perfect tense sustains the same relation to the Past tense as the Perfect does to the Present.

400. I. Models of Analysis and Parsing.

Ex. 1. *Cromwell followed little events before he ventured to govern great ones.*

Analysis.

This is a complex categorical proposition, of which *Cromwell* is the subject, *followed*, &c., is the predicate, being complex, of which *followed* is the basis, modified ⁽¹⁾ by *little events*, an objective element of the first class, &c., and ⁽²⁾ by the *Temporal Clause*, *before he ventured to govern great ones*, an adverbial element of the third class, of which *before* is the connective, *he*, the subject, and *ventured to govern great ones*, the predicate, being complex, of which *ventured to govern* is the basis, modified by *great ones*, an objective element, &c.

Parsing.

Before is a Conjunctive Adverb of Time, used as a subordinate connective, and joins the clause of which it forms a part to the word which the clause modifies, according to Rule XXI. (*Repeat the Rule.*) It also modifies *ventured*, with which it is construed, according to Rule IX. (*Repeat the Rule.*)

Ones is an indefinite Pronoun, of the third person, plural number and neuter gender, to agree with *events* which it represents, according to Rule III. (*Repeat the Rule.*) It is construed as the complement of *govern*, and must therefore be in the objective case, according to Rule X. (*Repeat the Rule.*)

REMARK.—*Ventured* agrees with *he* and *to govern* depends upon *he*.

II. Examples for Analysis and Parsing.

1. I will remain until you return.

2. There are moments, I think, when the spirit receives
 Whole volumes of thought on its unwritten leaves,
 When the folds of the heart in a moment unclose,
 Like the innermost leaves from the heart of a rose.
 And thus, when the rainbow had passed from the sky,
 The thoughts it awoke were too deep to pass by.

3. While offering peace sincere and just
 In heaven we place a manly trust,
 That truth and justice will prevail
 And every scheme of bondage fail.

III. Examples in False Syntax.

1. Our teacher told us that the air had weight.
2. Plato maintained that God was the soul of the universe.
3. He hardly seemed to know that four and four made eight.
4. What did he say her name was?
5. When the nation would have rushed into war, his voice has sheathed the sword in lasting peace.
6. No one suspected that he was a preacher.

IV. Write ten sentences containing temporal clauses.

Outline No. 45.

TEMPORAL CLAUSES.

I. Temporal Clauses.

- | | |
|--------------|--------------------------------------|
| I. Present. | 1. Abstract Present. <i>a, b, c.</i> |
| | 2. Historical Present. |
| | 3. Literary Present. |
| | 4. Future Present. Remark. |
| II. Perfect. | 1. Incomplete Perfect. |
| | 2. Historical Perfect. Note. |
| | 3. Terminal Perfect. |
| | 4. Negative Perfect. |
| III. Past. | 1. Limited Past. |
| | 2. Customary Past. |

III. Model. 1.

LESSON LIII.

Modal Clauses.

401. **Modal** Clauses are introduced by Conjunctive Adverbs (§ 228, 3), and express

1. Correspondence.
2. Consequence.
3. Comparison.

402. I. Models of Analysis and Parsing.

Ex. 1. *As the door turneth upon its hinges, so doth the slothful man upon his bed.*

Analysis.

This is a complex categorical proposition, of which “*As the door turneth upon its hinges*” is the principal clause, of which *as* is a correlative, *the door* is the subject, being complex, of which *door* is the basis, distributed by *the*, an adjective element of the first class, and *turneth upon its hinges, &c.*, is the predicate, being complex, of which *turneth* is the basis, modified (¹) by *upon its hinges*, an adverbial element of the second class, of which *upon* is the connective and *its hinges* the objective part, being complex, of which *hinges* is the basis, modified by *its*, an adjective element of the first class; and (²) by the modal clause of correspondence, “*so doth the slothful man upon his bed,*” an adverbial element of the third class, of which *so* is the connective, *the slothful man*, the subject, being complex, of which *man* is the basis, distributed by *the*, and modified by *slothful*, adjective elements of the first class; *doth upon his bed* is the predicate, being complex, of which *doth* is the basis, modified by *upon his bed*, an adverbial element of the second class, of which *upon* is the connective, and *his bed* the objective part, being complex, of which *bed* is the basis, modified by *his*, an adjective element of the first class.

Parsing.

As is a correlative, relates to *so*, but has no grammatical relation to the other words in the sentence, according to Rule XVIII: *Particles have no grammatical relation to other words.*

So is a conjunctive adverb, and modifies *doth*, with which it is construed, according to Rule IX. (*Repeat the Rule.*) It is used to join the clause of which it forms a part to the word *turneth* which the clause modifies, according to Rule XXI. (*Repeat the Rule.*)

Doth is a pro-verb (182. Rem.), represents the word *turneth* in the preceding clause; it is an auxiliary verb, principal parts, *do*, *did*, *done*, of the strong conjugation, indicative mode, present tense, solemn form, and of the third person, singular number, to agree with *man*, according to Rule II. (*Repeat the Rule.*)

Ex. 2. *Willie, read so that we can hear you.*

Analysis.

This is a complex imperative sentence, of which *Willie* is an independent element, being the name of the object addressed; *read*, &c., is the predicate, being complex, of which *read* is the basis, modified by the modal clause of consequence, *so that we can hear you*, an adverbial element of the third class, of which *so that* is the connective, *we*, the subject, and *can hear you*, the predicate, being complex, of which *can hear* is the basis, modified by *you*, an objective element of the first class.

Parsing.

So that is a conjunctive adverb of consequence, and modifies *hear*, with which it is construed, according to Rule IX. (*Repeat the Rule.*) It is used to join the clause of which it forms a part to the word *read* which the clause modifies, according to Rule XXI. (*Repeat the Rule.*)

Ex. 3. *The science of mathematics performs more than it promises.*

Analysis.

This is a complex categorical proposition, of which *the science of mathematics* is the subject, &c.; *performs more than it promises* is the predicate, being complex, of which *performs* is the basis, modified by the modal clause of greater inequality, *more than it promises*, an adverbial element of the third class, of which *more than* is the connective, *it*, the subject, and *promises*, the predicate.

 The predicate may be analized differently. *Performs* is the basis, modified by *more than it promises*, an independent adverbial

element of the first class, being complex, of which *more* is the basis, modified by *than it promises*, an adverbial element of the second class, of which *than* is the connective, and the substantive clause *it promises*, the complementary part, of which *it* is the subject, and *promises*, the predicate.

Parsing.

More than is a conjunctive adverb of manner, expressing greater inequality, and modifies *promises* with which it is construed, according to Rule IX. (*Repeat the Rule.*) It joins the clause of which it forms a part to the word *performs* which the clause modifies, according to Rule XXI. (*Repeat the Rule.*)

 *More than* may be parsed as follows, viz:

More is a common noun, of the third person, singular number, neuter gender, and is construed as the quantitative complement, and must therefore be in the objective case, according to Rule XIX. (*Repeat the Rule.*)

Than is a preposition, and shows the relation of the substantive clause *it promises* to *performs*, which words it connects, according to Rule XI. (*Repeat the Rule.*)

REMARK.—In a subsequent lesson I will attempt to show that *than* is always followed by an element of the second or of the third class, the latter being sometimes abridged.

Ex. 4. *I have more than I know what to do with.*

Analysis.

This is a complex categorical proposition, of which *I* is the subject, and *have more, &c.*, is the predicate, being complex, of which *have* is the basis, modified by *more than, &c.*, an independent adverbial element of the first class, being complex, of which *more* is the basis, modified by *than I know what to do with*, an adverbial element of the second class, of which *than* is the connective, and the substantive clause *I know what to do with*, the complementary part, of which *I* is the subject and *know what to do with*, the predicate, being complex, of which *know* is the basis, modified by *what to do with*, an abridged complementary element of the third class, of which the connective and subject are omitted, and the verb changed to the infinitive form, modified by *what*, a complementary element of the first class.

Parsing.

I have more than I know what to do with.

MORE IS QUANTITATIVE COMPLEMENT.

To do with depends upon *I.*

WHAT is the complement of *to do with*.

II. Examples for Analysis and Parsing.

1. Moses built the tabernacle as he was commanded.
 2. As are blossoms in Spring, so are hopes in youth.
 3. There was such a noise that I could not hear.
 4. He has more than he knows what to do with.
 5. The more I use the book, the better I like it.
 6. Do as you are directed.
 7. Is gravity always as wise as it appears?
 8. Just as the twig was bent, the tree inclined.
 9. The more an avaricious man has, the more he wants.
 10. Henry is taller than his brother.
 11. As a bird that wandereth from her nest, so is a man that wandereth from his home.
 12. It cost much less than you suppose.

III. Examples in False Syntax.

1. He went further than he was permitted.
 2. That room is better furnished than any in the house.
 3. Homer had the greatest invention of any writer.
 4. Lake Superior is larger than any lake in the world.
 5. China has a greater population than any nation on the globe.
 6. This was the thing which of all others I wished most to see.

REMARK.—An object should not be compared with itself. The insertion of *other* or a similar word, or a change of form, will make the sense clear.

IV. Write ten sentences containing modal clauses.

Outline No. 46.	I. Modal Clauses.	1. Correspondence. 2. Consequence. 3. Comparison.
		II. Models. 1, 2, 3, 4.

LESSON LIV.

Coördination. Compound Sentences.

403. **Coördination** is effected by means of *coördinate conjunctions* (§ 223), and in order to understand the process thoroughly, let us examine the functions these connectives perform.

The sentence, *Mary and John study grammar* = *Mary* (studies grammar); *John studies grammar*.

The sentence *Mary sings and plays* = *Mary sings*; (*Mary*) *plays*.

The sentence, *Wise, eloquent and learned men are honored* = *Wise* (men are honored); *eloquent* (men are honored); *learned men are honored*.

In the equivalents of these sentences, the parts in parenthesis are the words for which **and** stands.

From these facts **two inferences** may be drawn, viz :

I. Coördinate Conjunctions are used to contract discourse.

II. Coördinate Conjunctions are used to connect words in the same predicament, viz :

1. When the same act is attributed to several persons; as, *JOHN and MARY write*.
2. When different acts are attributed to the same person; as, *Mary PLAYS and SINGS*.
3. When different qualities are attributed to the same object; as, *WISE and GOOD men die*.
4. When different circumstances limit the same action; as, *James speaks ELOQUENTLY and CORRECTLY*.
5. When different objects are in the same relation; as, *George went to BOSTON and NEW YORK*; *John taught JAMES and GEORGE MUSIC and PAINTING*.

404. If there be *similarity* or *contrast* in the thought presented and the form of expression has no *common elements*, no elimination of parts can take place.

405. Any of the elements heretofore mentioned may be compounded. If the elements thus united are propositions or postulates and are not dependent, the sentences thus formed are termed **Compound**.

406. Coördinate conjunctions are used as follows, viz:

- a. If there is similarity of thought, a **Copulative** conjunction (§ 223, a) is used; as, *The heavens declare the glory of God AND the firmament sheweth his handiwork.*
- b. If there is contrast of thought, an **Adversative** conjunction (§ 223, b) is used; as, *Talent is complimented BUT tact is rewarded.*
- c. If the sentence expresses identity or difference, an **Alternative** conjunction (§ 223, c) is used; as, *He is EITHER very crafty OR he lacks good judgment.*

REMARK.—When the connection of thoughts is close, or one or all are to be emphatic, a connective is used in each clause or member, the one in the first part being called the *correlative*.

407. Since coördinate conjunctions connect similar clauses (§ 406), and, also, words in the same predicament (§ 403, II), that is, nouns or pronouns in the same relation, adjectives referring to the same object or different objects of the same name, verbs referring to the same subject in the same way, adverbs limiting the same word, &c., and since elegance of diction requires that elements thus connected should be of the same class, we infer

RULE XXII.

COÖRDINATE CONJUNCTIONS *join SIMILAR CLAUSES, and elements of the same NATURE, CLASS and CONSTRUCTION*; as, *Life is short AND art is long; John AND Mary broke up AND destroyed James AND William's new AND beautiful playthings, cutting AND mutilating them with a knife OR hatchet.*

FORMULA XXII.

Species? Use? Connects what? Rule XXII.

408. I. Models of Analysis and Parsing.

Ex. 1. Not ONLY can the student gain no lofty improvement without labor, BUT without it no one can gain a tolerable happiness.

Analysis.

This is a compound categorical proposition, consisting of two coördinate clauses, connected by the copulative conjunction BUT.
(§ 223, a.)

~~Parse~~ Analyze each clause separately.

Parsing.

Not only is a correlative copulative conjunction, relates to *but*, renders the first clause emphatic, but has no grammatical relation to other words, according to Rule XVIII. *Particles have no grammatical relation to other words.*

But is a copulative conjunction, is used to join clauses or elements expressing similarity of thought, according to Rule XXII. (*Repeat the Rule.*)

Coöordinate conjunctions join similar clauses and elements of the same nature, class and construction.

II. Examples for Analysis and Parsing.

Lament of an Indian Chief.

CHARLES SPRAGUE.

I will go to my tent and lie down in despair ;
I will paint me with black, and will sever my hair ;
I will sit on the shore, where the hurricane blows,
And reveal to the god of the tempest my woes ;
I will weep, for a season on bitterness fed,
For my kindred are gone to the hills of the dead ;
But they died not by hunger, or lingering decay,—
The steel of the white man hath swept them away :
My wife and my children,—oh, spare me the tale !
For who is there left that is kin to GEEHALE !

III. Examples in False Syntax.

1. The Lord hath given and the Lord hath taken away.
2. Me and him went down street to-day.
3. Between him and I there is some disparity of years; but none between him and she.
4. These people have indeed acquired great riches, but do not command esteem.
5. He does not lack courage, but is defective in sensibility.
6. If he acquires riches, they will corrupt his mind, and be useless to others.

IV.—Write ten sentences containing coördinate clauses.

Outline No. 47.

COÖRDINATION
and
Compound Sentences.

Inferences. { I.
II. 1, 2, 3, 4, 5.

Compound Sentences. a. b, c. Remark.

Rule and Formula XXII.

Model.

LESSON LV.

Agreement with Compound Elements.

409. The agreement of verbs and pronouns with two or more nouns or pronouns connected by a coördinate conjunction, is three-fold, viz:

- I. As to **Person**.
- II. As to **Number**.
- III. As to **Gender** (pronouns).

I. Agreement in Person.

1. If one of the nouns or pronouns is of the first person, and the other or others of the second or the third persons, the verb or pronoun must be of the FIRST person; as,
 - a. *I, not he, AM sick.*
2. If one of the nouns or pronouns is of the second person and the other or others of the third, the verb or pronoun must be of the SECOND person; as,
 - a. *Thou, not they, ART welcome.*

II. Agreement in Number.

1. If either or both represent more than one object, the verb or pronoun must be plural; as,
 - a. *George and his brother were absent.*
 - b. *George or his brothers were absent.*
 - c. *Then shalt thou bring forth that man or that woman unto thy gate, and shalt stone THEM with stones till they die.*
2. If they represent the same object, or if either of them is modified by EACH, EVERY, or NO, the verb or pronoun must be singular; as,
 - a. *Bread and milk IS excellent food for children.*
 - b. *Each day and each hour BRINGS ITS own duties and trials.*
 - c. *This is the kingdom, and the power, and the glory.*

3. If the verb or pronoun refers to the one and not to the other, it must be in the **SAME NUMBER** as the one to which it refers ; as,

- a. *GEORGE, and not his brothers, WAS absent.*
- b. *THEY, not John, LOVE me.*
- c. *GEORGE and his sister tore HIS cap.*

III. Agreement in Gender.

1. If a PRONOUN refers to two or more nouns or pronouns, and if one is masculine and the other or others feminine or neuter, or both, the pronoun must be **MASCULINE** ; as,

- a. *They (the Passions) snatched her (Music's) instruments of sound; (for,) each would prove HIS own expressive power.*

REMARK.—Some of the Passions are regarded as masculine; as, *Fear, Anger, Despair*; and others as feminine; as, *Hope, Pity, Melancholy*.—See Collins's Ode on the Passions.

2. If a PRONOUN refers to two or more objects, and if one is feminine and the other or others neuter, the pronoun must be **FEMININE** ; as,

- a. *Each woman and each child lost HER liberty.*

NOTE 1.—Grammarians generally say that verbs and pronouns having compound subjects, agree with the most worthy in person and gender. The *first* person is regarded as more worthy than the *second* or *third*, and the *second*, than the *third*; and the *masculine* gender is regarded as more worthy than the *feminine* or *neuter*, the *feminine* than the *neuter*.

NOTE 2.—A *Common pronoun*, referring to nouns of different genders, would be a great convenience, and such a pronoun might easily be coined. In German, the word **geschwister** means **brothers and sisters**. According to analogy, then, we should take the pronoun, *she, her, her*, and by prefixing the syllable **ge** and changing **e** into **i**, we would obtain the words **geshi, gehir, gehir**, which would express the *plural* number and retain the *idea* of **both genders**. Hence, such a sentence as *fathers and mothers should love their children*, would become *fathers and mothers love gehir children*, *gehir* expressing the *idea* of *both sexes*.

410. From the facts stated above, (§ 409), we infer the following rules, viz.:

RULE XXIII.

A VERB having a COMPOUND SUBJECT agrees in PERSON with the MOST WORTHY, and in NUMBER according to SIGNIFICATION.

FORMULA XXIII.

Species? Principal Parts? Conjugation? Mode?
Tense? Form? Agreement? Rule XXIII.

RULE XXIV.

A PRONOUN having a COMPOUND ANTECEDENT agrees in PERSON and GENDER with the MOST WORTHY, and in NUMBER according to SIGNIFICATION.

FORMULA XXIV.

Species? Person, Number and Gender? Agreement? Rule XXIV.
Construction? Case? Rule.

411. I. Models of Analysis and Parsing.

Ex. 1. *James, Henry and George study grammar and history.*

Analysis.

This is a simple categorical proposition, of which *James, Henry and George* is the subject, being **compound**, of which *and* is the connective and *James, Henry and George*, the **coordinate** parts; *study grammar and history* is the predicate, being complex, of which *study* is the basis, modified by *grammar and history*, an objective element of the first class, being **compound**, of which *and* is the connective and *grammar and history* the **coördinate** parts.

Parsing.

And is a coördinate conjunction of the copulative kind, it is used to contract discourse and join elements in the same predicament, according to Rule XXII: *Coördinate Conjunctions join clauses and elements of the same nature, class and construction.*

Study is a definite transitive verb, principal parts, *study, studied, studied*, of the weak conjugation, indicative mode, present tense, common form, and must be in the third person, plural number, to agree with its compound subject, according to Rule XXIII: *A verb having a compound subject agrees in person with the most worthy, and in number according to signification.*

Ex. 2. James or his sister was destroying his cap.

Analysis.

This is a simple categorical proposition of which *James or his sister* is the subject, being compound, of which *or* is the connective and *James* and *sister*, the coördinate parts, *sister* being modified by *his*, an adjective element of the first class; *was destroying his cap* is the predicate, being complex, of which *was destroying* is the basis, modified by *his cap*, an objective element of the first class, being complex, of which *cap* is the basis, modified by *his*, an adjective element of the first class.

Parsing.

His is a personal pronoun, of the third person, singular number and masculine gender, to agree with an object of like qualities present to the mind (*either James or some one else mentioned before*), according to Rule III. (*Repeat the Rule.*) It is placed before *cap* to limit it, and must therefore be in the possessive case, according to Rule VII. (*Repeat the Rule.*)

Ex. 3. Thou and thy sons with thee shall bear the iniquity of your priesthood.

Parsing.

Your is a personal pronoun, of the second person, plural number, masculine gender, to agree with its compound subject, *thou and thy sons*, according to Rule XXIV: *A pronoun having a compound antecedent agrees in person and gender with the most worthy, and in number according to signification.*

II. Examples for Analysis and Parsing.

1. His meat was locusts and wild honey.
2. One day the poor woman and her idiot boy were missed from the market-place.

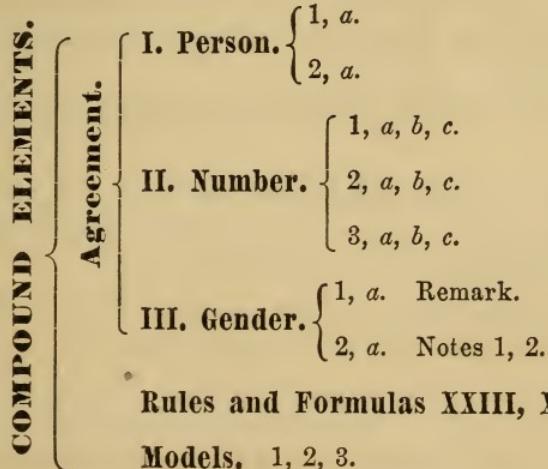
3. Every insect and every bird was hushed.
4. Neither the captain nor sailors were saved.
5. They climb the distant mountains and read their doom in the setting sun.
6. Thus I am doubly armed. My death and life,
My bane and antidote, are both before me.
7. A man severe he was, and stern to view ;
I knew him well, and every truant knew.
8. A literary, a scientific, a wealthy and a poor man were assembled in one room.

III. Examples in False Syntax.

1. Professing regard and to act differently, discovers a base mind.
2. My brother and him are tolerable grammarians.
3. Did he not tell me his fault, and entreated me to forgive him ?
4. He bought a Webster and Worcester's dictionary.
5. Let each man and each woman do their duty.
6. John and Mary is coming.

IV. Write ten sentences containing compound elements.

Outline No. 48.



Rules and Formulas XXIII, XXIV.

Models. 1, 2, 3.

LESSON LVI.

Contraction and Abridgment.

412. In order to arrive at a just conclusion with regard to contraction and abridgment, and elucidate a correct theory on the subject, it will be necessary to consider the nature of language, and examine some extracts.

Language (§ 1) is the embodiment of thought, sentiment or volition in words. *How* do we think, feel and will? Is language *essential* to our mental operations, or is it only an outgrowth, a dress which may be doffed and donned at pleasure? Our thoughts are momentary: their formulation is in time, and is the result of art. We think, feel and will, without the use of language. We employ language only when we wish to preserve our thoughts or communicate them to others. The cultivated man thinks and formulates at the same time, so much so, that the man who thinks and writes will be more exact, but not so ready as he who utters his thoughts and sentiments as they are shaped by his mental faculties.

413. **G**ermani multum ab Gallis **differunt**; nam neque DRUIDES **habent**, qui rebus divinis PRÆSINT, neque sacrificiis **student**. Deorum numerum eos solos **ducunt**, quos **cernunt**, et quorum aperte opibus **juvantur**, Solem, et Vulcanum et Lunam: reliquos ne fama quidem **acceperunt**. VITA omnis in venationibus atque in studiis rei militaris CONSISTIT: ab parvulis labori ac duritiae **student**.—*Cæsar*.

An examination of this paragraph will develop these three facts, viz:

1. No subject is expressed more than once in the same paragraph.
2. The main subject is placed first, and all the verbs refer to it and agree with it.  See words in black letter.
3. Whenever a verb has a different subject from the main one, it must be expressed.  See words in small caps.

414. Grammarians heretofore, in their empirical way, have supplied words in order to explain difficult constructions. This is certainly an unphilosophical process. Language is the **expression** of a mental act, and what is not expressed is not language. If the language is properly framed, it will convey a clear idea to the mind of the reader and hearer, and hence the grammarian should explain

language as he finds it, and avoid that tinkering process of equivalents and ellipses which only "darkens counsel by words without knowledge."

415. **Contraction** is the omission and changing of common parts of a compound sentence, and has been treated of in Lessons LIV and LV.

416. **Abridgment** is the omission and changing of certain parts of a subordinate clause, and has been partially treated in Lesson XL.

I Substantive Clauses.

- a. The soldiers desired nothing more than (THAT THEY MIGHT KNOW ==) TO KNOW where the enemy was.
- b. I knew not (WHAT I SHOULD DO ==) WHAT TO DO.
- c. I know not (WHERE I SHALL GO ==) WHERE TO GO, (WHOM I SHALL SEND ==) WHOM TO SEND, (WHEN I SHOULD STOP ==) WHEN TO STOP.
- d. I believe (THAT HE IS ==) HIM TO BE an honest man.

2. Adjective Clauses.

- a. The ship (WHICH SAILED ==) SAILING so beautifully, was wrecked.
- b. A man WHO PERSEVERES == a PERSEVERING man will succeed.
- c. There are moral principles (WHICH SLUMBER ==) SLUMBERING in the souls of the most depraved.

3. Adverbial Clauses.

- a. The bed is (SHORTER THAN THAT A MAN CAN STRETCH ==) TOO SHORT FOR A MAN TO STRETCH himself in it.
- b. My friend was so elated (AS THAT HE FORGOT HIS APPOINTMENT ==) AS TO FORGET HIS APPOINTMENT.
- c. (SINCE A YOUTH IS THEIR LEADER ==) A YOUTH BEING THEIR LEADER, what can they do?
- d. (WHEN THEY APPROACHED ==) ON APPROACHING the city, they were met by the citizens.
- e. (WHEN I HAD FINISHED ==) HAVING FINISHED my letter, I retired.

417. Let us examine a few sentences more closely.

- (1.) *The learned pagans ridiculed the Jews FOR BEING (= BECAUSE THEY WERE = ON ACCOUNT OF THEIR BEING) a credulous people.*

REMARK 1.—The expression FOR BEING = BECAUSE THEY WERE, and ON ACCOUNT OF THEIR BEING, differ in *form* but not in *signification*.

REMARK 2.—No subject is expressed before *being*, because *Jews*, to which *being* refers, is close to it, and a repetition of the word in the same sentence would neither promote its perspicuity nor render it more elegant.

- (2.) *I must be instructed IN ORDER TO BE A SCHOLAR (= IN ORDER THAT I MAY BE A SCHOLAR.)*

REMARK.—*That I* is omitted, because it is not necessary to make the sense clearer, and *may be* is changed into the infinitive *to be*. The attribute remains unchanged.

- (3.) *He broke John's and Mary's slates.*
He broke John and Mary's slate.

REMARK.—When two or more objects possess a *similar* thing, the sign of possession is annexed to each noun; but when they possess the *same* thing, it is annexed to the last only.

- (4.) *John is older THAN GEORGE (= THAN THAT GEORGE IS OLD.)*

REMARK.—**Than** is used after adjectives and adverbs expressing *comparison*, *diversity*, &c. It therefore expresses a relation, not of objects but of thoughts, and the words following it are part of a proposition, contracted or abridged, which should be regarded as its complement. The proposition of which *George* forms a part, is the complement of *than*, but, the common parts being omitted, *George* remains in the *nominative case*.

418. From these facts, the following conclusions may be drawn:

- I. *Language is artificial, and is therefore subject to certain rules of art.*
- II. *One of these rules is, if possible, to use but one word in a sentence to represent the same thing.*
- III. *Upon this principle contraction and abridgment depend.*

LESSON LVII.

Arrangement and Transposition.

419. The natural order of the words of an English sentence is as follows:

1. Subject + Predicate.
2. Subject + Copula + Attribute.
3. Adjective Elements.
 - a. Adjectives before nouns.
 - b. Adjective Phrases and Clauses after nouns.
 - c. Possessives before nouns.
 - d. Appositives after nouns or pronouns.
4. Objective Elements after verb.
 - a. Indirect, if the shorter word, before the direct.
 - b. Indirect, if the longer word or preceded by a preposition, after the direct.
5. Adverbial Element.
 - a. Adverbs as in Lesson XXXVII.
 - b. Phrases and Clauses after the verb.
6. Interrogative Sentences.
 - a. Direct: subject after auxiliary.
 - b. Indirect: antecedent or modifier of interrogative, after the sentence.
7. Hypothetical Propositions.
 - a. Protasis. Apodosis.

420. Words, phrases and clauses are often transposed, in order to render a sentence more emphatic or promote its strength.

1. *Great* is Diana of the Ephesians.
2. *Silver* and *gold* have I none.
3. *To accomplish this*, many things must be done.

421. Transposition often changes the sense of a sentence. Take the sentence, *That is JOHN's horse*, and *That horse is JOHN's*. In the former *the thing possessed* is prominent; in the latter, *the possessor*. So too with the sentence, *This is a sword of WASHINGTON's* and *This is WASHINGTON'S SWORD*, the position of the possessive is changed in order to make the possessor prominent. By the application of this principle, many anomalies can be explained.

422. *Point out the natural order of the words in the following extracts:*

1. Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe,
With loss of Eden, till one greater man
Restore us, and regain the blissful seat,
Sing, Heavenly Muse.
2. Now fades the glimmering landscape on the sight.
3. A stranded soldier's epaulet
The waters cast ashore.
4. Gorgeous was the time, yet brief as gorgeous.
5. Oft have the laws of each poetic strain
The critic-verse employed; yet still unsung
Lay this prime subject, though importing most
A poet's name; for fruitless is the attempt,
By dull obedience and by creeping toil,
Obscure to conquer the severe ascent
Of high Parnassus.

LESSON LVIII.

Summary and Classification of Rules.

Subject of Finite Verb.

§ 299, Rule I. Model, pp. 114 and 115.

The subject of a finite verb must be in the nominative case.

Finite Verb.

§ 300, Rule II. Model, pp. 114 and 115.

The finite verb must agree with its subject in person and number.

Agreement of Pronouns.

§ 301, Rule III. Model, p. 115.

The pronoun must be in the same person, number and gender as the object which it represents.

Predicate Nouns or Pronouns.

§ 310, Rule IV. Models, pp. 119 and 161.

A noun or pronoun predicated of another noun or pronoun must be in the same number, gender and case.

Construction of Adjectives.

§ 311, Rule V. Models, pp. 119, 120, 124, 125 and 166.

The adjective must be construed with the word representing the object to which it refers.

Agreement of Nouns with Adjectives.

§ 314, Rule VI. Model, p. 124.

A noun modified by a Distributive or Definitive must agree with it in number.

Possessives.

§ 319, Rule VII. Model, p. 128.

A noun or pronoun placed before a noun to limit it, must be in the possessive case.

Appositives.

§ 322, Rule VIII. Model, p. 131.

A noun placed after a noun or pronoun to identify it, must be in the same number, gender and case.

Construction of Adverbs.

§ 326, Rule IX. Models, pp. 134, 135, 169.

The adverb must be construed with the word which it modifies.

Complement of the Verb.

§ 330 and § 331, Rule X. Models, pp. 126 and 158.

The complement of the verb must be in the objective case.

Construction of Prepositions.

§ 341, Rule XI. Models, pp. 139, 140, 161 and 166.

A preposition connects words representing related things.

Complement of the Preposition.

§ 342, Rule XII. Models, pp. 139 and 140.

The complement of a preposition must be in the objective case.

Subject of the Infinitive.

§ 348, Rule XIII. Model, p. 145.

The subject of the infinitive must be in the objective case.

Possessive Subject.

§ 349, Rule XIV. Model, p. 145.

The subject of a participle governed by a preposition must be in the possessive case.

Complementary Subject.

§ 350, Rule XV. Model, p. 146.

The subject of the complementary participle must be in the objective case.

Infinitives, Participles and Imperatives.

§ 351, Rule XVI. Models, pp. 144 and 145.

The infinite verb depends on the word to which it refers.

Nominative Absolute or Independent.

§ 357, Rule XVII. Models, pp. 149 and 150.

A noun or pronoun used absolutely or independently must be in the nominative case.

Particles and Independent Elements.

§ 358, Rule XVIII. Models, p. 150.

Particles and Independent Elements have no grammatical relation to other words.

Quantitative Complement.

§ 360. Rule XIX. Models, pp. 153, 154 and 200,

The quantitative complement must be put in the objective case without a governing word.

Substantive Connectives.

§ 382, Rule XX. Models, pp. 172, 173 and 174.

A substantive connective introduces the clause of which it forms a part.

Subordinate Connectives.

§ 386. Rule XXI. Models, pp. 177, 178, 182, 183, 186, 188, 191 and 193.

A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.

Coördinate Conjunctions.

§ 407, Rule XXII. Models pp. 199 and 203.

Coördinate conjunctions join similar clauses and elements of the same nature, class and construction.

Agreement of Verb with Compound Subject.

§ 410, Rule XXIII. Models, p. 204.

A verb having a compound subject agrees in person with the most worthy, and in number according to signification.

Agreement of Pronouns with Compound Antecedent.

§ 410, Rule XXIV. Model, p. 204.

A pronoun having a compound antecedent agrees in person and gender with the most worthy, and in number according to signification.

424. The rules of grammar are of three kinds, viz:

- I. Rules of **Agreement**.
- II. Rules of **Government**.
- III. Rules of **Construction**.

I. Rules of Agreement.

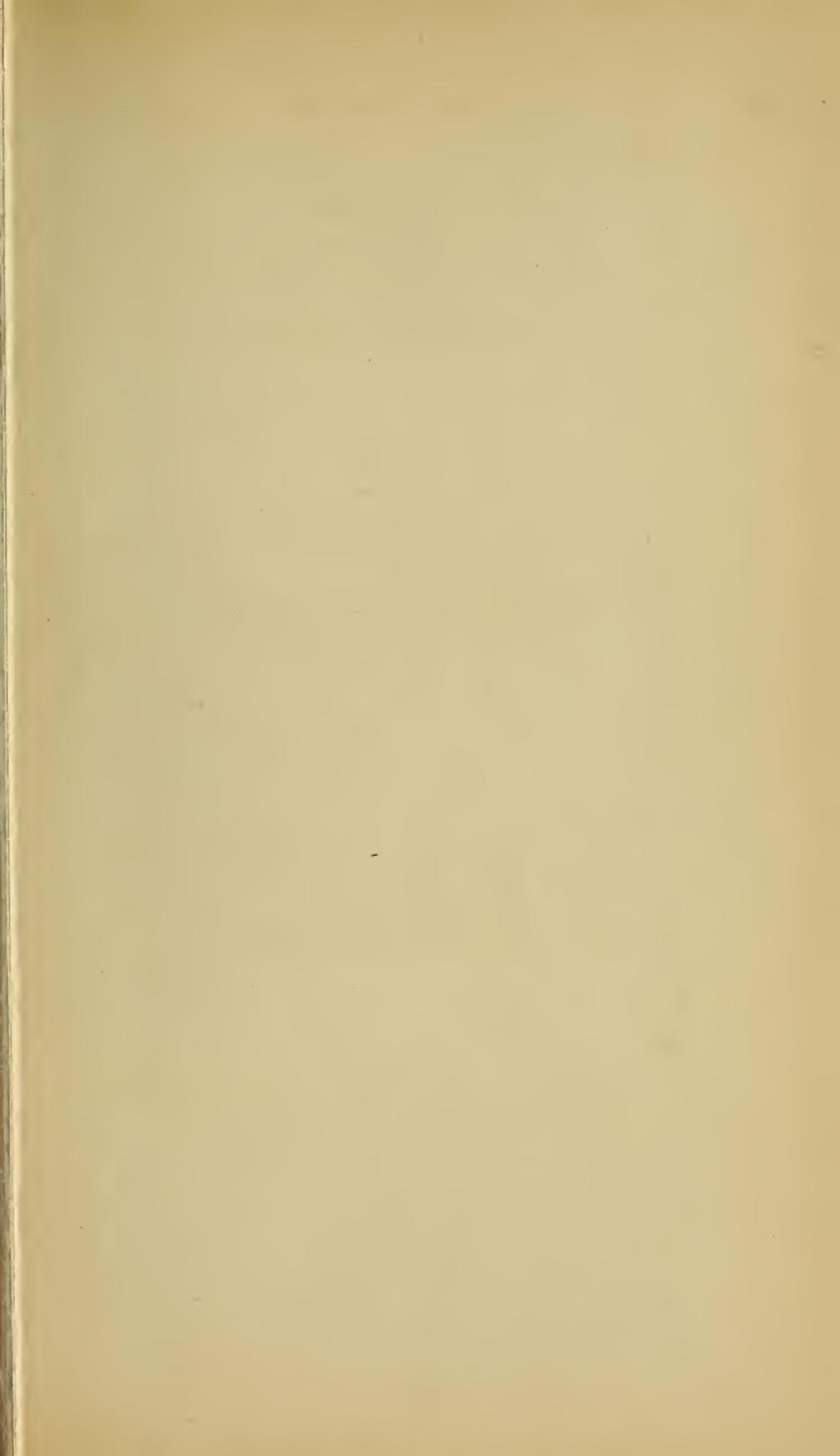
1. Finite Verb. Rule II, § 300.
2. Pronouns. Rule III, § 301.
3. Predicate Noun. Rule IV, § 310.
4. Nouns with Adjectives. Rule VI, § 314.
5. Appositives. Rule VIII, § 322.
6. Verbs with Compound Subject. Rule XXIII, § 410.
7. Pronouns with Compound Antecedent. Rule XXIV, § 340.

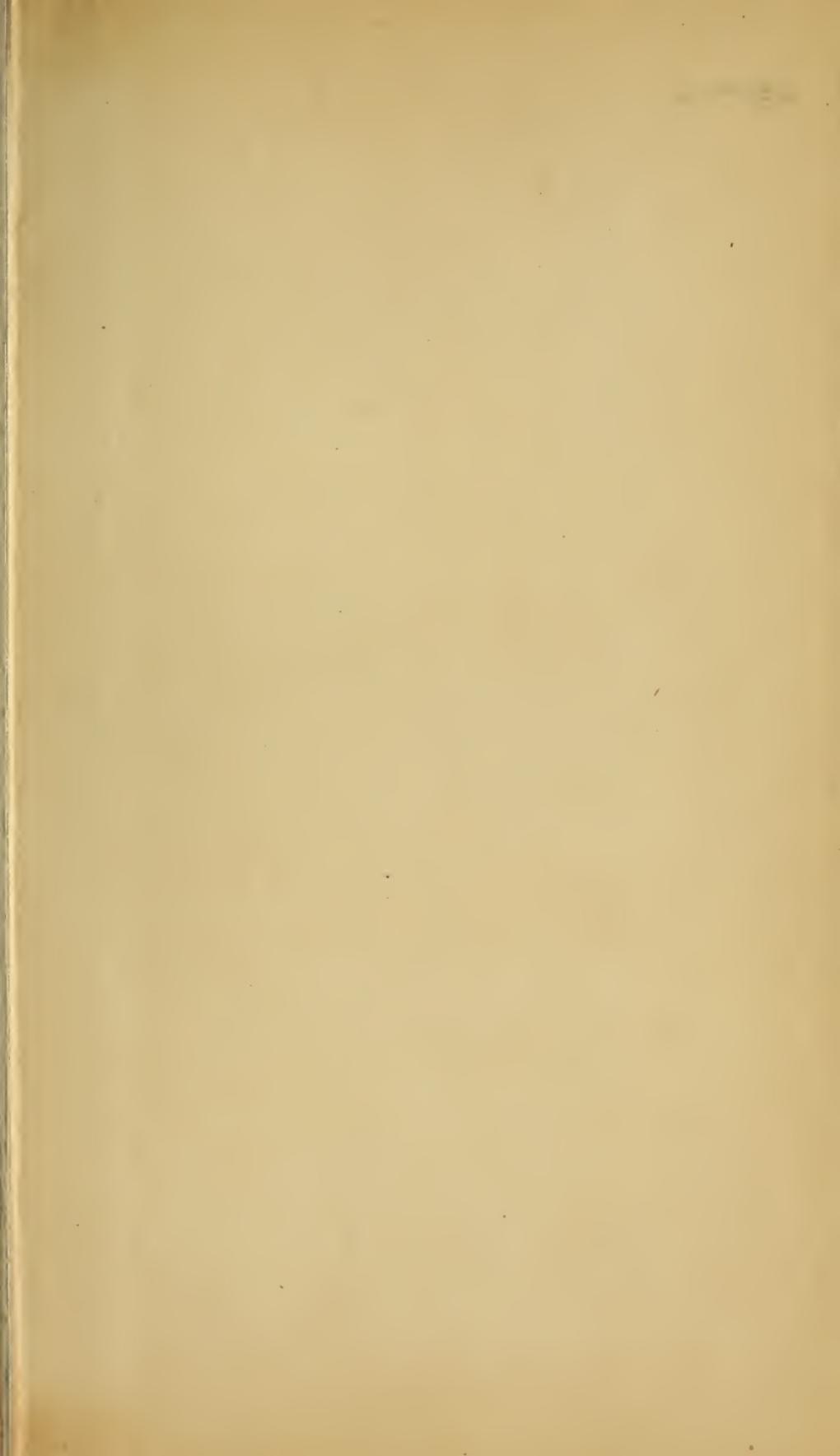
II. Rules of Government.

1. Subject of Finite Verb. Rule I, § 299.
2. Possessives. Rule VII, § 319.
3. Complement of the Verb. Rule X, §'s 330 and 331.
4. Complement of a Preposition. Rule XII, § 342.
5. Objective Subject. Rule XIII, § 348.
6. Possessive Subject. Rule XIV, § 349.
7. Complementary Subject. Rule XV, § 350.
8. Nominative Absolute or Independent. Rule XVII, § 357.
9. Quantitative Complement. Rule XIX, § 360.

III. Rules of Construction.

1. Adjectives. Rule V, § 311.
2. Adverbs. Rule IX, § 326.
3. Prepositions. Rule XI, § 341.
4. Infinitives, Participles and Imperatives. Rule XVI, § 351.
5. Particles and Independent Elements. Rule XVIII, § 358.
6. Substantive Connectives. Rule XX, § 382.
7. Subordinate Connectives. Rule XXI, § 386.
8. Coördinate Conjunctions. Rule XXII, § 407.





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